



# Michigan Reads!



# The Library of Michigan presents.... Michigan Reads!

Programming and Resource Guide for *Woolbur*  
by Leslie Helakoski and illustrated by Lee Harper

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This guide was created thanks to generous sponsorship by:

Target ([www.target.com/community](http://www.target.com/community))

Library of Michigan Foundation ([www.libraryofmichiganfoundation.org](http://www.libraryofmichiganfoundation.org))



Library of Michigan cataloging-in-publication data:

Michigan Reads! : programming and resource guide

Lansing, Mich. : Library of Michigan

1. Children—Books and reading—Michigan—Periodicals. 2. Reading (Early childhood)—Michigan—Periodicals. 3. Early childhood education—Activity programs—Michigan—Periodicals. I. Title.

LB1139.5.R43 S742

372.4

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# Introduction

## About Michigan Reads!

Michigan Reads! is a program of the Library of Michigan, sponsored by the Library of Michigan Foundation in partnership with Target Stores. The Michigan Reads! program not only recognizes the role of libraries in providing children and their families quality books, but also the value of programs and services, and the important foundation libraries provide in literacy development and future reading and success in school. The Michigan Reads! program uses the concept of “One Book, One Community” as its model, emphasizing shared reading with children beginning at birth and including infants, toddlers, preschoolers, and children in grade school. Using play-based activities that engage children, the program is planned for librarians, early childhood educators, families and caregivers, and anyone else who cares about the literacy development of young children.

For more information about the Michigan Reads! program and to find additional early literacy resources, visit [www.michigan.gov/michiganreads](http://www.michigan.gov/michiganreads).

## About the Book

The 2013 Michigan Reads! book is *Woolbur* written Leslie Helakoski and illustrated by Lee Harper (Harper Collins Publishers, 2008). When Woolbur, a creative, young sheep, is asked to do things, he finds original ways to accomplish everyday tasks and shares his ideas with others.

## About the Author and Illustrator

Find out more about Michigan-based author Leslie Helakoski and learn more about illustrator Lee Harper at [www.helakoskibooks.com](http://www.helakoskibooks.com) and [www.leeharperart.com](http://www.leeharperart.com).





# Developing Literacy

## What is Literacy?

Literacy is defined as the ability to read, write, speak, and visually represent ideas according to the National Council of Teachers of English and the International Reading Association (1996). Children learn these skills as a result of the opportunities adults create with and for them, the deliberate availability of materials to support their development and expand upon these skills, and experiences that bring the opportunities and materials together.

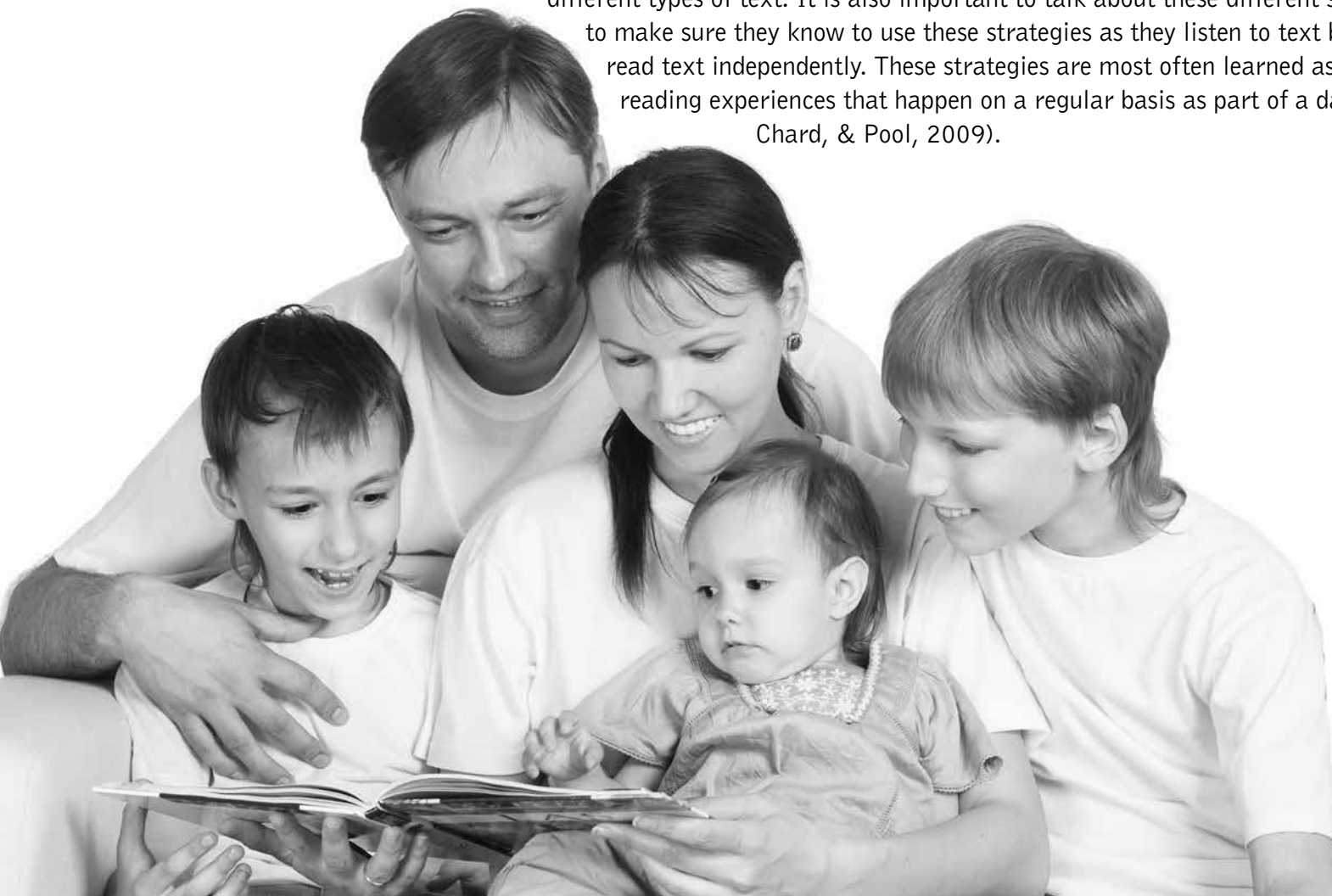
Emergent literacy experts have identified a number of skills that are important for the development of literacy skills before children formally enter school. Not only can these early literacy skills predict a child's success in reading as the children progress through school, but more importantly, these skills are fostered by the adults around them (Bus, 2001; Hammerberg, 2004; Hart & Risley, 1995; Landry, Smith, & Swank, 2003; Snow, Burns, & Griffin, 1998). Reading books such as *Woolbur* with children beginning in infancy and continuing through the primary grades offers a unique opportunity to support the development of literacy skills. Adults can respond to what children can already do, but also challenge children to help develop new skills in several areas. For this year's guide, the literacy skills that are focused on include: comprehension, informational/non-fiction text, vocabulary, writing, and motivating emergent readers.

For more detailed information on early literacy development, please see the Librarians and Teachers section at [www.michigan.gov/michiganreads](http://www.michigan.gov/michiganreads).

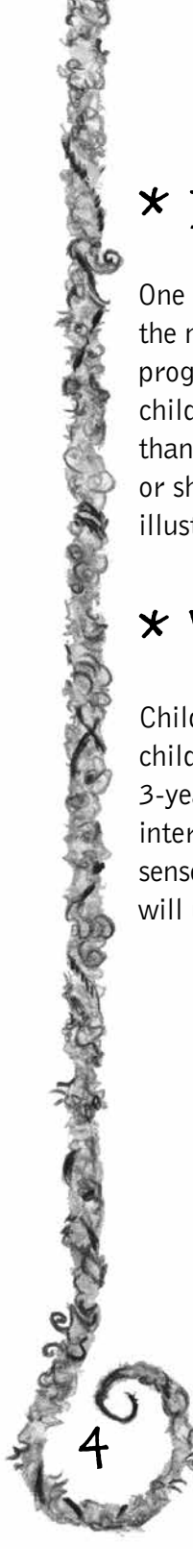
# Literacy Components

## \* Comprehension

Often considered the most important part of listening and reading, comprehension is what happens when one is able to make meaning from what we hear or read (Rand Reading Study Group, 2002). This means that children are able to understand or comprehend what is read to them well before they are able to read the words on a page. More importantly, this means that the ways in which adults engage children with the text help children to make meaning from the text. Active engagement is a result of asking open-ended questions, making predictions, retelling a story, summarizing a non-fiction text, and other ways of thinking about different types of text. It is also important to talk about these different strategies with children to make sure they know to use these strategies as they listen to text being read and as they read text independently. These strategies are most often learned as a result of shared reading experiences that happen on a regular basis as part of a daily routine (Carter, Chard, & Pool, 2009).







## \* Informational/non-fiction text

One of the types of text with which children need to become familiar is informational text, or text that shares information about the natural and social worlds (Kamberelis, 1998; Wollman-Bonilla, 2000) because they will encounter these types of text as they progress through school. Although storybooks are enjoyable, they are not the only type of books available, and it is important for children to be exposed to a variety of texts, including informational text (Duke, 2007). Someone who knows more about the subject than the reader usually writes informational text that explains, persuades, shares an opinion, or is about a concept such as numbers or shapes. What is especially important about informational or non-fiction text is that a child does not have to see the pictures or illustrations in a particular order to make sense of the text.

## \* Vocabulary/word-meaning

Children learn new words from talking, playing, singing, and noticing the different words that adults around them use. Young children need to understand the words that are spoken or read to them at an early age as well as the words they read. A typical 3-year-old has a working vocabulary of about 1,000 words, and most 5-year-olds can follow three-step directions without interruption (Vukelich, Christie, & Enz, 2012). Hearing a variety of words that mean the same thing helps children to make sense of the world around them, but will also help them to understand when reading. This is especially important, as readers will understand the text when they know the meanings of the words.



## \* Writing

The very first marks children make on a page are their first attempts at writing (Bodrova & Leong, 2006). Often these marks are their drawings that then move into scribbles and then recognizable letters. While these marks may seem meaningless to many adults, to children they have immense meaning and are representative of the marks they see those around them making (Bloodgood, 1999). It is important for children to see others write, as well as for them to have opportunities to write, in order to develop their own theories about how writing works.

## \* Motivating young readers

Reading together is one of the most important things a parent can do with a child. Early experiences within the home have been shown to help children equate reading as enjoyable later on (Zeece & Churchill, 2001), and children who find reading enjoyable are more likely to be motivated readers throughout school. Families or caregivers provide the first early literacy experiences to a child, which take place in the home (Theriot et al., 2003) and in early childhood education settings (Storch & Whitehurst, 2001). These are essential to motivating young readers for future literacy success.


# Supporting Literacy Skill Development by Age

Helping young children to develop literacy skills is one of the most important things adults can do beginning at birth and continuing through the school years. By offering materials that are engaging and developmentally appropriate and also spending time with young children to show them how to use those materials, adults can provide literacy experiences that are crucial for future literacy skills. Consider some of the following ideas according to the different age groups:



# Infants

- \* Talk early, talk often, and talk a lot. Explain what you are doing with babies, no matter what you are doing. Talk about the day, expand on the squeals, coos, and giggles, and soothe crying with gentle phrases to help them learn new words.
- \* Sing as if no one else is listening. Sing a lullaby, belt out an opera version of the alphabet song, or karaoke your favorite children's song with the baby's name in it.
- \* Read to infants. Read board books, soft, cloth books, books about shapes and colors, and books about nursery rhymes. Introduce favorites from your childhood and books of poetry, information, and books with bright pictures. Read a variety of books every day.
- \* Look for print everywhere with babies. Point out letters on walks and share both the letter and the sound that letter makes. Find print in their environment and explain what it does. Show infants that print is all around them and that it has a purpose.
- \* Write in front of infants, and let them try it too. Try finger painting with non-toxic paints, writing on water mats, or using other age-appropriate materials. Talk about the shapes of the letters as you write and the materials they are using as they make marks.
- \* Ask questions while you read or talk with baby and wait for the answer. Whether the infant gurgles, coos, or responds with a gaze, continue the conversation.



# Toddlers

- \* Read books with toddlers that will help introduce a new word. Repeat the new word and explain the new word using words the child already knows.
- \* Encourage toddlers to write by having a variety of writing materials available. Try adding chalk, thick colored pencils, washable finger paints, big markers and crayons, and thick paper. You can also encourage toddlers to write using their finger in clean sand trays, by shaping play dough or modeling clay, and having materials that allow them to sort small objects to develop the small muscles in their hands that are needed for writing (keep an eye on toddlers while doing this and avoid items that can be choking hazards).
- \* Ask toddlers to be the expert. As you read a favorite storybook, ask children to share what will happen next in the story. While reading informational text, ask children to point out something in the text in the photos or illustrations. If you are reading poetry, ask them to help you act out the poem.
- \* Write with toddlers, using both upper and lower case letters. Point out the letters in their names wherever you see them, and practice writing their names in the air, on the rug, in the dirt, and on their backs with your finger just before a nap so they can feel the letters.
- \* Find a new word in a book and then use it throughout the day. Use a word like “shearing” in *Woolbur* and then use it throughout the day with toddlers as you explain that you are cutting paper or shearing the paper, talk about who got a haircut or his hair shorn, or that you need to shear off the top of your block structure so that it’s not quite so tall.

# Preschoolers

- \* Read a variety of books with preschoolers about the same topic, including storybooks, information books, and other types of books including poetry and books that encourage children to be involved in the text, like activity books.
- \* Offer preschoolers a variety of writing materials in unexpected places, such as the dramatic play area, the block area, and outside. Encourage them to draw or write about the things that are part of their everyday experiences or they see everyday.
- \* Use a new word with preschoolers each day and use it several times throughout the day with words they already know to help them learn the meaning of the word.
- \* Ask questions while reading books that require children to think about things beyond the “here and now.” Questions such as “how does that remind you of something you did last week?” or “what do you think Woolbur is going to do tomorrow?” help children to make meaning of the text.
- \* Show preschoolers how to write their name. Use an uppercase letter for the first letter and lowercase letters for the remaining letters. Ask them to show you where their name is used to label their belongings or other places where they might see it.
- \* Notice when preschoolers use a word to describe something and share other words that mean the same thing with them. If something is “great”, share other things that it can also be, such as marvelous, stupendous, amazing, astounding, and spectacular.
- \* Relate books to children’s own lives by asking questions such as “tell me about a time when you...” or “how is that like something you have done?”





## School Age

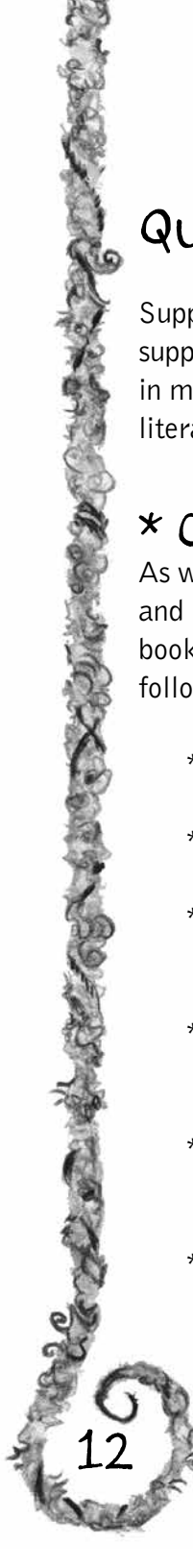
- \* Encourage children to talk with others. Talking with others, whether it is with older, younger, or same-aged peers as well as adults helps them to learn new words as part of their everyday conversations.
- \* Keep a journal with children. Ask children to start a journal to you and respond to their entries at the end of the week.
- \* Ask children to retell a book they have read to a partner or to you after they have read it. Once they have told you about what they have read from beginning to end, ask them to summarize the storybook in two or three sentences.
- \* Read an informational text with children after sharing a storybook about the same topic. If you read *Woolbur*, read an informational book about sheep. Then, find a poem about sheep to share with children too.
- \* Challenge children to find new words in books they are reading and keep a “word journal.” They can share the new words with one another by having a “word of the day” and sharing not only the word, but using the word in a sentence as well.
- \* Establish a writing area for children in the classroom and at home. Stock the writing area with all of the materials they might need, including writing paper and notebooks, pencils, pens, markers, and crayons. Include a stapler, hole puncher, and different types of tape as well. Consider envelopes, stickers, and stamps too, but also ask the children what other items the writing area might need.
- \* Ask children to make inferences about the text, or to figure out something about the book that the author does not specifically include. For example, ask children why sheep need to have their wool shorn?
- \* Point out the different parts of different types of books, such as the table of contents in informational text, or the way poetry books are a collection of poems one after another.

# The Importance of Shared Reading

Sharing books with young children is a critical part of developing literacy skills. The importance of early reading experiences cannot be stressed enough (Garton & Pratt, 2009). Reading to young children early, reading often, and reading a variety of books, including storybooks, information books, poetry books, and books that involve children in the text is one of the most important things adults can do with young children (International Reading Association and National Association for the Education of Young Children, 1998). Not only does reading books with young children create a bond with them, it helps them develop a love of reading that lasts a lifetime.

An essential part of developing early literacy skills in young children is including children in the reading, which is why the experience is “shared.” Involving children in the reading can be done in a number of ways, such as:

- \* Ask children to choose books with topics of interest to them. If you find you are reading primarily storybooks, be sure to add other types of books such as information or poetry books as well. Likewise, if you notice children enjoying information books, add activity or song books about a favorite topic to expose them to new types and talk about the purpose of each kind of book.
- \* Find out what a child knows about the content of the book as you read together. Add to the child’s prior knowledge as you have conversations about the book, whether you are talking about the illustrations, pictures, or text.
- \* Point out the illustrations or pictures as you read. Make connections to the text with questions such as “what do you think about...?” or “how does this look...?” to find out what children are thinking as you read a book together.
- \* Use open-ended questions to find out what children understand about the text as you read the book together.
- \* Predict what will happen next in a book by stopping on a page and asking children to think about what will happen next. Stop to talk about their responses and then after reading the next page, talk about what happened, and whether their predictions were accurate.



## Quick Tips for Parents

Supporting literacy development at home can be simple and easy, but busy parents will appreciate quick suggestions for supporting their young children's literacy learning. Each of the following tip sheets are written with parents of preschoolers in mind, can be distributed as a handout, and are intended to provide parents with free or inexpensive ideas for supporting literacy learning at home or on-the-go.

### \* Comprehension

As we read to children, from an early age they can begin to understand the book that is read to them. Reading to them every day and reading different types of books will help them to understand what you read together. As you read, be sure to talk about the book before, during, and after reading to help your child understand what he hears as you read. You can also try some of the following to help develop understanding:

- \* Point to the pictures or photos in the book and ask your child what he thinks is happening in the picture.
- \* Before turning the page, ask him what he thinks will happen next.
- \* After you read a page, ask your child to tell you what has happened in the book so far. Retelling a story helps him to understand a story in his own words.
- \* Answer his questions while you read together. Be sure to let him talk about what he sees in the book or what he thinks is happening.
- \* Connect what is happening in the book to things in his life. If you are reading a story about sheep, talk about a time when you visited a farm together.
- \* Repeat stories or books. Read the same stories again and again to help him make sense of the words he hears.

## \* Informational/non-fiction text

Choosing books for your young child is important. Often we choose storybooks, but informational or non-fiction books can also be fun to read with young children. Many preschoolers like to read about the things around them every day. Information books also help young children learn new words, learn about people, places, and things, and learn concepts they will need for school. As you choose books with and for your child, consider some of the following ideas:

- \* Think about the things that interest your child. Choose information books about these things. If your child is interested in dogs, choose storybooks about dogs, but also pick out some informational books that will allow her to learn more about dogs and the different breeds, where they come from, and how to care for them.
- \* Choose informational books about concepts such as the alphabet, numbers, and shapes.
- \* Look for informational books about the things that are happening in your family. If you are adding a family member, pick a book about becoming a big sister. If you are moving, find a book about new houses.
- \* Use books that have photos or illustrations. Information books can have both, so choosing information books that show both types of pictures help your child to understand that books with illustrations can also share information about something.
- \* Show your child the different parts of the book that might be specific to an information book. This might include a table of contents or a glossary. Be sure to explain how these different parts of the book work too.
- \* Ask your child to share what she learned after reading the information book together. If you read a book about the weather, ask her to share one thing about the book that she thinks is important to share.

## \* Vocabulary/word-meaning

By kindergarten most children have learned between 3,000 and 5,000 words. Most preschoolers learn five new words a day by singing, playing, and talking with others around them. Preschoolers learn new words because they notice the world around them, and this is important because learning new words will help them as readers. The more words children learn when they are young, the easier it will be for them to read. Reading and understanding words we know is easier than reading words we do not know. You can help your child learn new words by trying some of these ideas:

- \* Read books every day. Books are one of the best ways to introduce new words to children. You can also look for books that have words that will be new to your child.
- \* Teach a new word to your child each day. Use words your child already knows to understand the new word. Be sure to use the new word throughout the day too.
- \* Ask your child to describe things. Expand on his descriptions. If you ask him to tell you about the snow falling and he says it is "white," explain that the "cold, white snowflakes clump together to form a snowdrift."
- \* Talk with your child about anything and everything. Be sure to use the right words for the things you talk about and avoid baby talk.
- \* Point out new things and talk about what they are, where they come from, and ask him what he thinks about them.



## \* Writing

Young children begin to write as soon as they start putting marks on a page. Their earliest drawings are their first attempts at communicating. As your child's first teacher, the things you do every day can help make a big difference. Each day, there are little things you can do to help support her development of writing skills.

- \* Write in front of your child and talk about how you are forming the letters, or what words you are writing as you write.

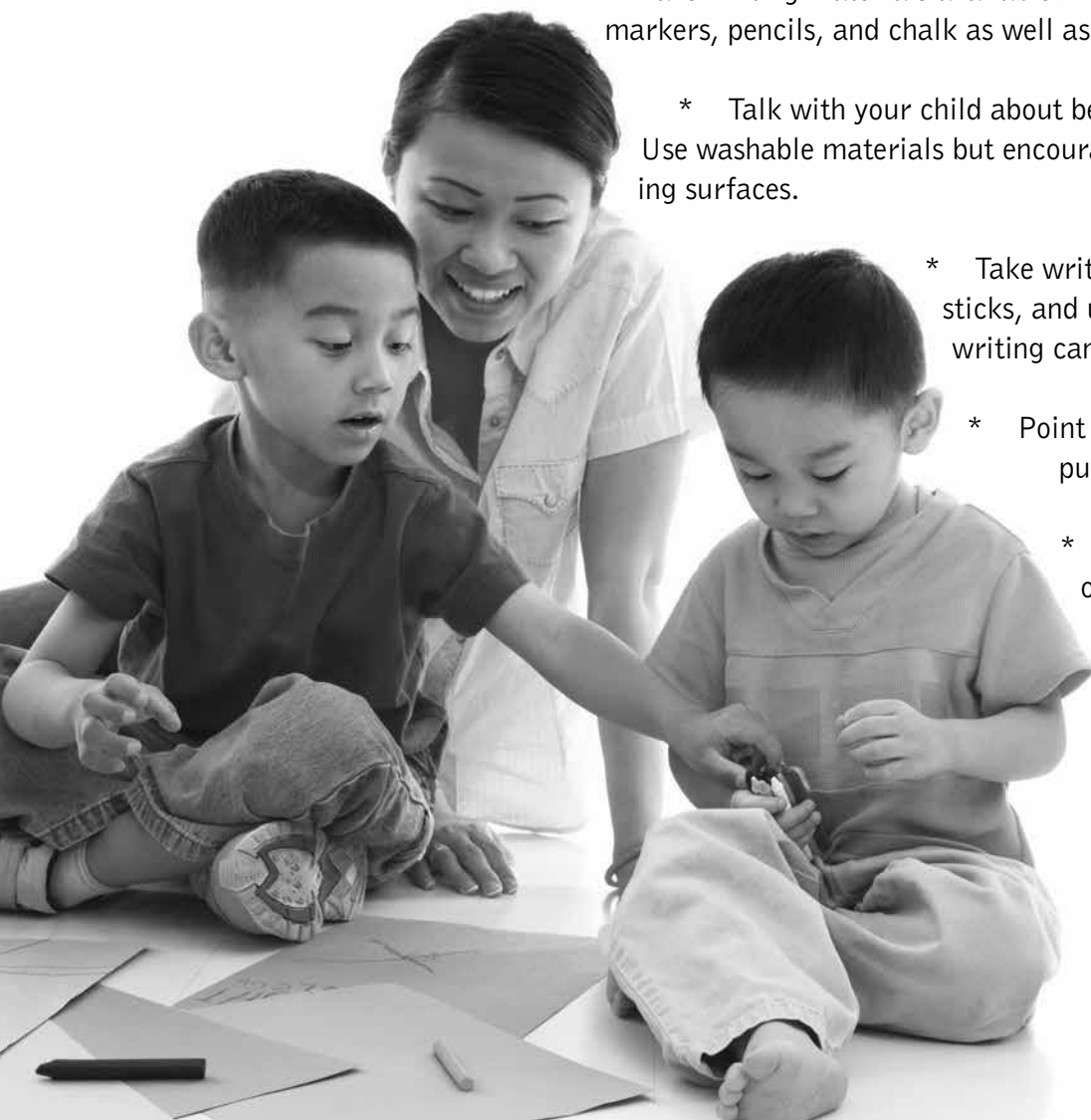
- \* Have writing materials available. Try a variety of writing materials such as crayons, markers, pencils, and chalk as well as different papers.

- \* Talk with your child about being respectful of the writing materials and of your home. Use washable materials but encourage your child to write on paper or other appropriate writing surfaces.

- \* Take writing outside. Use chalk on sidewalk, write in the dirt with sticks, and use rocks to form letters in the grass to show children that writing can happen anywhere.

- \* Point out writing as you see others doing it when you are in public or at home.

- \* Show her how to write her name. Write her name in front of her using an upper case letter for the first letter and lower case letters for each letter after.







## \* *Motivating young readers*

Reading together is one of the most important things a parent can do with a child. It also helps children to develop a lifelong love of reading. By reading together, you are not only helping them to learn, but helping children learn that reading is fun.

- \* Ask your child to choose the books she wants to read. Give her a wide selection of books, whether these are books you own or books you borrow from the library.
- \* Sit close together while reading. Let your child feel close to you while reading.
- \* Make sure she is comfortable while you read together. Hold the book so you can both see the pages. Change positions such as lying on your bellies or sitting side-by-side for a change of pace.
- \* Encourage her to interact with the book. Ask her to chime in with the text and fill in the words, such as "I know, isn't it..." and she can fill in "great!"
- \* Change your voice when you read the voices of different characters.
- \* Set aside time each day to read. Be sure to let her know this is your special reading time together.

# Resources

## More Great Books

### Farm Animals

#### For Infants and Toddlers

*Barneyard Dance!* by Sandra Boynton (Workman Publishing Company, 1993)

*Around the Farm* by Eric Carle (Publications International, 2011)

*Farm Animals* by DK Readers (DK Publishing, 2004)

*Noisy Farm* by DK Readers (DK Publishing, 2005)

*Sheep in a Jeep* by Nancy Shaw (Houghton Mifflin Harcourt, 2009)

*Touch and Feel Farm* by DK Publishing (DK Preschool, 2011)

#### For Preschoolers

*Where is the Green Sheep* by Mem Fox, illustrated by Judy Horacek (Sandpiper, 2010)

*The Year at Maple Hill Farm* by Alice and Martin Provensen (Aladdin, 2001)

*Mrs. Wishy Washy's Farm* by Joy Cowley, illustrated by Elizabeth Fuller (Puffin, 2006)

*Big Red Barn Book* by Margaret Wise Brown, illustrated by Felicia Bond (Harper Festival, 1991)

*On the Farm* by David Elliott, illustrated by Holly Meade (Candlewick, 2012)

*Life Size Farm* by Teruyuki Komiya (Seven Footer Press, 2012)

#### For School Age

*Farm* by Elisha Cooper (Orchard Books, 2010)

*Farming* by Gail Gibbons (Holiday House, 1990)

*Farm Animals* by Wade Cooper (Cartwheel Books, 2009)

*Farm Animals* by Sylvanie Peyrols (Moonlight Publishing, 2005)

*The Farm Team* by Linda Bailey (Kids Can press, Ltd., 2008)

## Celebrating Differences

### For Infants and Toddlers

*Spoon* by Amy Krouse Rosenthal and Scott Magoon (Hyperion Books, 2009)

*It's Okay to be Different* by Todd Parr (Little, Brown Books for Readers, 2009)

*My Many Colored Days* by Dr. Seuss, Steve Johnson, and Louis Fancher (Knopf Books for Young Readers, 1996)

### For Preschoolers

*The Skin You Live In* by Michael Tyler, illustrated by David Csicsko (Chicago Children's Museum, 2005)

*The Colors of Us* by Karen Katz (Square Fish, 2002)

*What I Like About Me* by Allia Zobel-Nolan, illustrated by Miki Sakamoto (Reader's Digest, 2009)

*Me I Am!* by Jack Prelutsky, illustrated by Christine Davenier (Farrar, Strauss and Giroux, 2007)

### For School Age

*One Green Apple* by Eve Bunting, illustrated by Ted Lewin (Clarion Books, 2006)

*Chicken Big* by Keith Graves (Chronicle Books, 2010)

*Chrysanthemum* by Kevin Henkes (Greenwillow Books, 2007)

*What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (Houghton Mifflin Books for Children, 2003)

## Problem Solving

### For Infants and Toddlers

*Not a Box* by Antoinette Portis (Harper-Collins, 2006)

*Little Lu* by Silvia Hilli Weber, illustrated by Nina Dulleck (Wonderkidz, 2008)

*Corduroy* by Don Freeman (Viking Juvenile, 2008)

*Kitten's First Full Moon* by Kevin Henkes (Greenwillow Books, 2004)

### For Preschoolers

*Stand Tall Molly Lou Melon* by Patty Lovell, illustrated by David Catrow (Putnam Juvenile, 2001)

*Elephants Can Paint Too!* by Katya Arnold (Athenum Books for Young Readers, 2005)

*Strega Nona* by Tomie de Paola (Little Simon, 2001)

*Knuffle Bunny: A Cautionary Tale* by Mo Willems (Hyperion, 2004)

### For School Age

*Iggie Peck, Architect* by Andrea Beaty, illustrated by David Roberts (Harry N. Abrams, 2009)

*Arnie the Doughnut* by Laurie Keller (Henry Holt & Co, 2003)

*Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains* by Deborah Hopkins, illustrated by Nancy Carpenter (Aladdin, 2008)

*Marshmallow* by Clare Turlay Newberry (Harper Collins, 2010)

# Digital Resources

## Websites About Reading:

### **Association for Library Service to Children**

[www.ala.org/ala/mgrps/divs/alsc/aboutalsc/index.cfm](http://www.ala.org/ala/mgrps/divs/alsc/aboutalsc/index.cfm)

A great website that includes award-winning children's books by year, website suggestions for children, and resources to support children's literacy development.

### **Colorin Colorado**

[www.colorincolorado.org](http://www.colorincolorado.org)

An invaluable resource for educators and parents of children who are dual language learners, (English and Spanish) the site includes research-based information for supporting literacy development, tip sheets, and suggestions of books for classrooms and at home.

### **Reading is Fundamental**

[www.rif.org](http://www.rif.org)

Whether at home or in the early childhood education setting, this website is a great source of books, games, handouts, activity ideas, and other resources.

### **Reading Rockets**

[www.readingrockets.org](http://www.readingrockets.org)

Using recent research, parents and educators can access information and resources to support literacy development. This helpful website includes podcasts and videos for educators.

### **Early Learning from Fred Rogers Center**

[www.fredrogerscenter.org/resources/early-learning-environment](http://www.fredrogerscenter.org/resources/early-learning-environment)

Self-described as a web-based support system for early childhood educators and families of children birth through age 5, this website provides a searchable resource database that is especially helpful. The website also focuses on use of social networking and digital media to provide resources and tools for educators and families.

### **Wonderopolis**

[wonderopolis.org](http://wonderopolis.org)

By providing a "wonder" of the day, this website catalogues questions by category for future reference. The "wonder playground" is a great place for family networking, while educators can engage in the Thinkfinity community and communicate digitally with colleagues about classroom strategies, find additional resources, and learn more about implementing the Common Core State Standards (CCSS) in their classrooms.

### **Common Core State Standards**

[www.corestandards.org](http://www.corestandards.org)

Visit this website to learn more about the Common Core State Standards or to view the standards for English Language.

# Websites About:

## Farm Animals

[www.enchantedlearning.com/coloring/farm.shtml](http://www.enchantedlearning.com/coloring/farm.shtml)

This website not only provides information about different farm animals around the world, it includes handouts in multiple languages. Basic information about different farm animals is provided that can be used to support the reading of *Woolbur*.

[nationalzoo.si.edu/animals/kidsfarm/default.cfm](http://nationalzoo.si.edu/animals/kidsfarm/default.cfm)

The kids' farm at the National Zoo allows children to virtually see what a working farm looks like and enables them to virtually care for farm animals as well.

[www.ncagr.gov/cyber/kidswrld/general/barnyard/barnyard.htm](http://www.ncagr.gov/cyber/kidswrld/general/barnyard/barnyard.htm)

Tour a barnyard and learn more about each part of a farm at the Teaching Animal Unit at the NCSU Veterinary Medicine College. Click on the appropriate links around the farm to learn more about each animal.

## Celebrating Differences

[www.pbs.org/teachers](http://www.pbs.org/teachers)

Visit this website and search "celebrating differences" for activities, information, and audio/video for different age groups.

[www.naeyc.org](http://www.naeyc.org)

Providing a wealth of information about developmentally appropriate practice in celebrating differences, the National Association for the Education of Young Children has information for educators and parents alike.

## Problem Solving

[www.scholastic.com](http://www.scholastic.com)

Information about what problem solving is and how to facilitate problem solving skills in children from infancy through the primary grades can be found at this website.

[www.funbrain.com](http://www.funbrain.com)

A website for children, it includes math, reading and language, and general games that encourage children to problem-solve to work their way through different games that help reinforce learning concepts.

[www.starfall.com](http://www.starfall.com)

This website is intended to help with literacy development and reading skills. Some children may be able to use the site independently while others will benefit from adult support while visiting the site.

[pbskids.org/games/problemsolving.html](http://pbskids.org/games/problemsolving.html)

PBS kids provides problem-solving games for young children based on some of their most popular programming.

# Cell Phone and Tablet Applications

With the increasing availability of technology, it is important to consider how technology can be used appropriately to support literacy learning. The National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (2012) has issued a joint position statement indicating children under the age of two should refrain from any screen time, which is consistent with the recommendations of the American Academy of Pediatrics (2011). Children over the age of 2 should limit their screen time and the parents and educators should monitor the type of screen media used. The following apps are recommended with this position statement in mind.

## **Pocket Literacy**

[pocketliteracy.com](http://pocketliteracy.com)

This app is a quick and easy tool requiring only a cellphone—no smart phone needed! Parents sign up to receive a daily quick literacy tip via text message. The idea behind pocket literacy is that supporting literacy learning can and should happen as part of everyday activities. The pocket literacy text message serves as both a quick reminder, but also offers fresh and quick ideas for families.

## **Little Writer**

This handwriting app allows children to trace the letters as well as shapes on an iPhone or iPad. Apples disappear as the child follows the path of the letter.

## **Toontastic (iPad app)**

This iPad app allows children to draw, write, and animate their own stories that will then play back as a cartoon.

## **Chictionary (iPad app)**

Keeping with the farm theme, this iPad app provides seven letters to children, with the option of a timed or un-timed challenge to create as many words as possible. Completed words can be "tapped" to learn their definition. Nonsense words receive a "chicken squawk" to tell the user to try again.

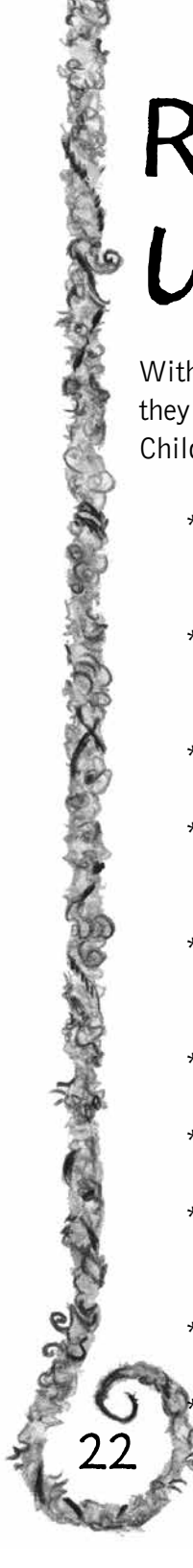
## **Same Meaning Magic (iPad, iPod touch, and iPhone)**

Developed with the University of Virginia Department of Education, players toss "stones" into the wishing well to choose synonyms and earn coins and jewels.

## **Aesop's Quest (iPad, iPod touch, and iPhone)**

Users must recall story elements to complete a level and receive puzzle pieces. Once the puzzle is solved, a new story can begin.





# Resources for Parents Using the Library

Within the library, the librarians in the children's section are not only available to help locate the perfect book by topic or author, they can also provide families with information about literacy development or share information about children's literature. Children's librarians are also available to help families with a number of other things, including:

- \* Updating families about new authors or illustrators. When new books are available by favorite authors or illustrators, they will also be the first to let you know.
- \* Creating book displays based on common themes, whether it is by author/illustrator, award winners, or book type to encourage families to borrow books.
- \* Implementing and maintaining reading programs that promote reading during school vacations.
- \* Choosing books in a variety of genres based on a particular theme or topic, including storybooks or picture books, information books, poetry, folk or fairy tales, nursery rhymes, and other books.
- \* Creating family networks through the hosting of story hours, book groups and discussions, theater groups, or other special events including music and children's concerts that share books with audiences of all ages.
- \* Offering resources for parents and caregivers, including programs to share information about literacy development.
- \* Providing outreach efforts within the community aimed at families that may not regularly visit the library.
- \* Talking with children and families about the books they are selecting to find out other titles, subjects of interest to them, and authors to include in the library's collection.
- \* Helping children and families obtain a book from another library if the local library does not have a copy in its collection.
- \* Sharing the availability of programming and services at the local library for all ages.

# Resources for Librarians Working with Families and Early Childhood Educators

Whether families or early childhood educators are regular visitors to the library or making their first visit, as a librarian, you are a critical source of information. Children's librarians provide more than just book titles, but can offer a wealth of information, including key resources about literacy and the community. More importantly, they can model effective ways to support literacy development in the home or in early childhood education settings:

- \* Model effective strategies for shared reading practices that we hope families and educators will use with children at home and in early childhood education settings.
- \* Read with young children, pointing to the words while you read and asking children questions about words that might be new to them, being sure to explain their meaning, and using words they already know to make sense of the new word.
- \* Introduce the title of the book, talk about the author and the illustrator, sweep your finger under the text while you read, and model other aspects of concepts of print while reading to help children learn this concept.
- \* Ask questions about what is taking place in the book as you read, being sure to pause every so often to allow children to summarize what has taken place.
- \* Write in front of children so they are able to see how the letters are formed and how the letters are put together to create a word, being sure to space letters appropriately and use punctuation too.
- \* Show children how you think about what is taking place in a book, modeling a think-aloud. For example, before turning the page, ask aloud, "I wonder if Woolbur is going to shear his wool?"
- \* Connect books to children's experiences or other books you have read before, asking children to think about how a book reminds them of something they have done or another book they have read.



## Programming Tips for Librarians

- \* Establish regular, year-round and targeted “school vacation” reading programs for children beginning in infancy and continuing through the primary grades to encourage shared reading with adults as well as independent reading.
- \* Work with community organizations that also work with families. Networking can help reach families that may not know about the services and programs offered at the library.
- \* Think about the ages of the children visiting the library and be sure to offer appropriate programming at suitable times for each age group. Consider read aloud sessions that are short and simple in midmornings for very young children, with after school book clubs for elementary-aged children.

## Notes for Educators about the Common Core State Standards

The Common Core State Standards were adopted by the state of Michigan in 2010. Intended to provide clarity about student learning outcomes across states, the standards are considered an effort to determine a common set of knowledge and skills children should develop at the conclusion of their K-12 educational experience. The Common Core State Standards (CCSSs) are included in this guide for activities applicable to grades K-3 in an effort to assist educators in planning the meeting of standards within their classrooms. Activities that may assist in meeting standards have been identified for grades K-3. You can find a crosswalk chart of the Common Core State Standards and the activities at [www.michigan.gov/michiganreads](http://www.michigan.gov/michiganreads) in the For Librarians and Teachers section. Please note that the activities are intended for a range of activities and thus the CCSSs for grades K-3 are included where appropriate. Modifications for each grade may be necessary on the part of the educator to the specific activity in order to be appropriate for the children in your classroom. Other activities identified for younger children may be modified to be appropriate for older children with corresponding CCSS applied as necessary by the educator.

# Activities for “Woolbur”

On the following pages are activities intended to support literacy development for children from birth through school age in the previously discussed areas of literacy, including comprehension, concepts of print, knowledge of genre, letter-sound knowledge, oral language, phonological awareness, and writing. The suggestions for activities are separated by age groups to provide educators, parents, and caregivers specific suggestions for ways to support literacy development by age groups. Differences among individual children may require modifications for activities, and certainly some children may find activities for younger or older children enjoyable as well. Activities may be used in a variety of contexts, including library programming, story times, classrooms, and in homes. It is important to keep in mind the age and developmental level of the children as well as the context of the activity during your planning.

## Infants (Birth through 12 months)

### From the Story:

- \* Share a piece of wool or wool yarn with infants (it should be bundled together so that it cannot unravel, or in pieces that cannot be easily pulled apart and present a choking hazard). Encourage each infant to touch the wool, rub it on his or her arm, and talk with him or her about what the wool feels like. Use describing words such as soft, scratchy, fluffy, or the colors of the wool as you talk about the wool. If you have soft bundles of wool, toss it up in the air and let it gently fall in front of the infants. Listen for each infant’s response and expand on what he or she coos or babbles back to you.
- \* Sing Baa Baa Black Sheep with babies:  
*Baa baa black sheep have you any wool?*  
*Yes sir, yes sir, three bags full.*  
*One for my master, and one for the dame*  
*One for the little boy who lives down the lane*  
([www.nurseryrhymes.org](http://www.nurseryrhymes.org), n.d.)
- \* Create a flock of unique sheep by asking families to share what their infant does that is unlike “everyone else.” Take pictures of each infant and ask parents to share what makes their baby special to them using the template provided on page 38 or your own.



## Farm

- \* Find pictures of farm animals using your own photographs, in one of the suggested books, or with pictures from the Internet. There are suggested sites on page 20. If you use your own photos or printed pictures from the Internet, you can cover the pictures with contact paper and place them at the infant's eye level on a wall or on the floor for tummy time exploration.
- \* Find stuffed farm animals such as a stuffed sheep and talk about the different animals and the sounds those animals make. Hold up each animal with the infant and ask about the sound the animal makes, what it feels like, and where it lives.

## Celebrating Diversity

- \* Take a favorite object and place it in a mixing bowl or other shallow pan and cover the bowl or pan with a soft blanket. Have a few new objects that are some what similar but still different nearby. For example, you might have a favorite stuffed animal with a few other stuffed animals for "replacement." Sit on the floor with baby and put the bowl with the object inside with the blanket over it in front of the baby. Lift the blanket and show baby what is in the bowl. Cover the bowl again and encourage the baby to lift the blanket herself and take the object out. Put the blanket over the bowl again and place a new object underneath. Lift the blanket again and tell her "it's different!" in an excited voice and talk about the new object and how it is different. Put the blanket back and let her lift the blanket by herself. Continue to let her discover the different objects.

- \* Place the infant in front of a mirror and talk about each of the things that make him unique. Point out his hair, his nose, his eyes, his chin, his mouth, his ears, and any features that are special just to him. If you have an unbreakable mirror (baby mirror) place it on the floor so baby can explore while on his tummy as you talk about each of these things.

## Problem Solving

- \* Take an empty, clean oatmeal container (or similar container) and fill it with blocks or small balls (be sure that each of the blocks or balls is large enough that it would not pass through the opening of a toilet paper tube and would not present a choking hazard). Open the top in front of the infant and take each of the blocks or balls out, and then put them all back in and put on the top. Give the container to the infant and talk to her while she tries to do the same. If she needs help taking off the top, be sure to offer help, but encourage her to try on her own and explore the contents of the container.
- \* Stack blocks with an infant. Show him how to stack the blocks and encourage him to stack them too. Place a few blocks just out of reach and encourage babies who are not yet crawling or just starting to crawl to reach for them. For walkers, ask them to get the blocks from the shelf for you.
- \* Stuff a large piece of wool inside an empty paper towel or toilet paper tube in front of an infant and show her how to get it out with her fingers (leave enough of a piece out so she can retrieve it). After you get it out, stuff it back in, and hand it to the infant to try herself.

# Toddlers

## From the Story:

- \* Show toddlers wool in its different stages. For example, have clean wool that has just been shorn from the sheep, wool that has been carded, and wool that has been spun into yarn. Talk about the different types of wool with the children, being sure to use the words "shorn", "carded", and "spun".
- \* Show children the page where Woolbur dyes himself. Ask them what is happening on this page. Talk with them about a time where they might have gotten "colors" on themselves and what the children did when this happened. You can extend this activity by having them fingerpaint what happened when they got "colors" on themselves. Have a variety of finger paints available to explore (be sure to have old t-shirts or smocks available to cover up clothes). After they paint, ask them to tell you about what it was like to have "color" on them. You can write their responses on another sheet of paper to share with their families or to post in a common area.
- \* Woolbur is reading books when he is in his room right after he weaves his forelock. Check out books such as *the dot* by Peter H. Reynolds and *Go, Dog. Go!* by P.D. Eastman and read them with toddlers. After reading these books, talk about why Woolbur might have had these books in his room.







## Farm

- \* Play “Farmer Says” instead of “Simon Says” and ask children to act like a particular farm animal. Rather than having toddlers “get out,” encourage them to learn to listen for the particular animal farmer is waiting for so they are learning to listen for directions.
- \* Share this favorite nursery rhyme with toddlers:  
*Little Boo Peep has lost her sheep  
And can't tell where to find them  
Leave them alone  
And they'll come home  
And bringing their tails behind them  
Little Boo Peep fell fast asleep  
And dreamt she heard them bleating,  
When she awoke, she found it a joke  
For they were all still a fleeting  
Then up she took a little crook  
Determined for to find them.*  
([www.nurseryrhymes.org](http://www.nurseryrhymes.org), n.d.)
- \* Make sheep puppets with toddlers with the template on page 39. Using white paper bags, have toddlers decorate the bags to look like sheep. Use pom poms or felt triangles for ears, self-sticking foam shapes for eyes (or markers to draw them), and ask them what they think would work best for a tail. Show toddlers how to use their thumb and fingers to make the puppet's mouth move.

## Celebrating Diversity

- \* Use the sheep template on page 40 and encourage children to create their own sheep. As you support their creations, be sure to have a variety of materials available that allow children to create a unique sheep that represents individual children rather than sheep that look identical. Just like Woolbur, the purpose of this activity is to help children understand how special it is to be unique. Include materials such as different colored yarns, cotton balls, markers, crayons, colored pencils, foam shapes, glitter, and anything else that you can think of to encourage “unique sheep.” Be sure to talk about each of their sheep and what makes them special after they are finished too.
- \* Using strips of paper, teach toddlers to weave. You will first need to prepare a cardboard frame using 5" x 2" strips of cardboard and duct tape. Create a square frame out of four strips of cardboard. Alternately, you can tape the initial strips of the warp to the table, but children may not finish the weaving and the cardboard loom allows them to continue the project later. Cut strips of construction paper into 2" to 3" strips of paper (8 1/2" x 11" paper will allow you to create 2 1/2" wide strips that are slightly longer than the loom for taping at each end). Have children choose four or five strips of paper and tape the strips to the cardboard loom with masking or painter's tape. Once each end is taped, show children how to weave additional strips of paper through the warp to create a weft. When the toddler has woven up the top, gently help him or her remove the top and bottom from the loom.

## Problem Solving

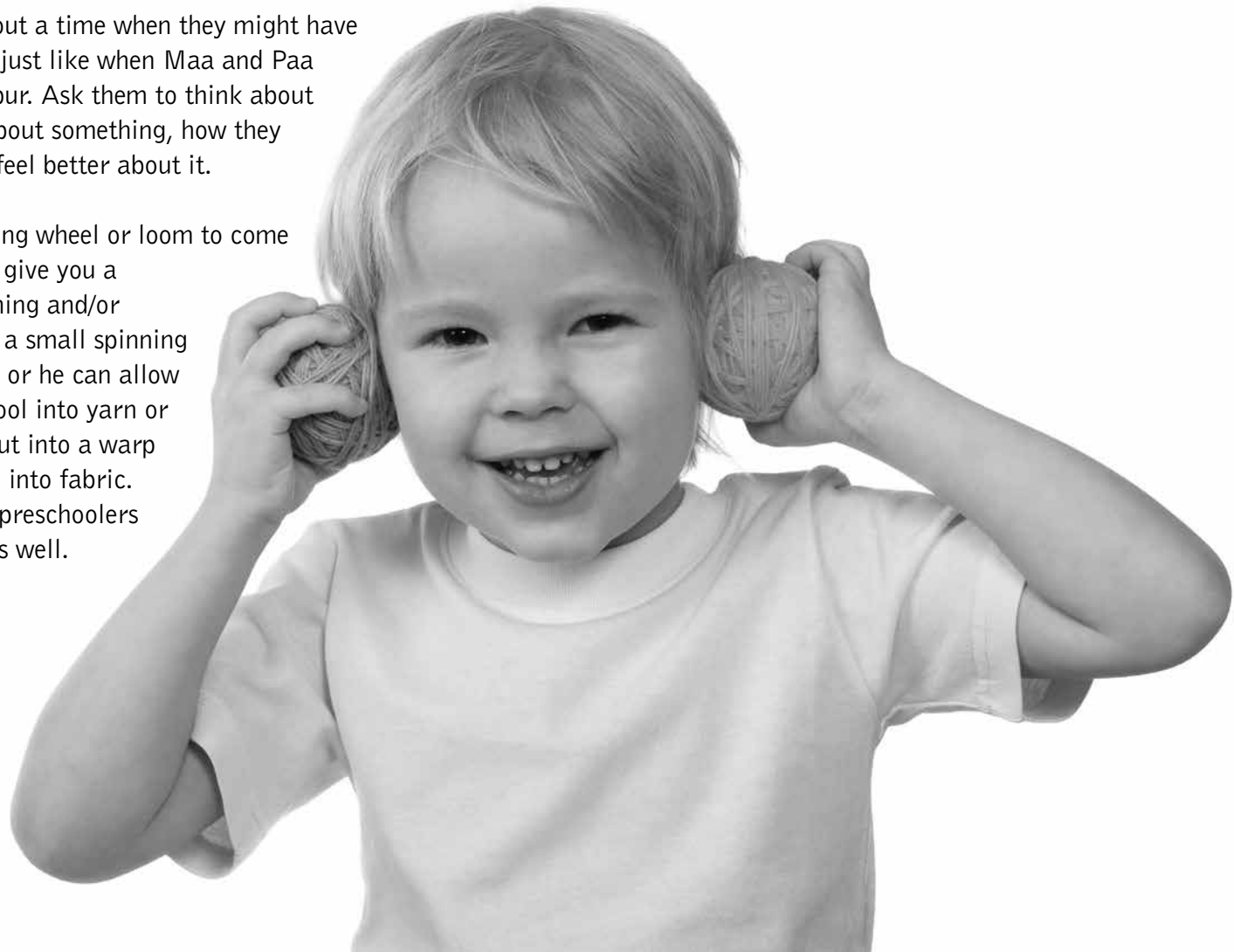
- \* Show children a string of yarn and a ball of yarn. Tell them you have a problem and need to make the long string into a ball and ask them how you can do this. Then, give each child a long piece of yarn to turn into a ball to help you solve the problem. You can also ask them how you could take all of the smaller pieces of string to make one big ball of yarn too.
- \* In the book, Woolbur likes to experiment with color. Provide three shallow containers of paint for each child, including red, yellow, and blue. Children should have an old shirt or a smock, but washable paint is always a good idea as well. Ask children to paint, encouraging them to see what happens when they mix the colors together. Ask questions such as “what happens when you mix two of the colors together?” You can also provide a bit of shaving cream to children and ask them what will happen if they add the shaving cream to their paint.



# Preschoolers

## From the Story:

- \* Show children several different kinds of clean wool, including wool that has just been shorn from a sheep, wool that has been carded, wool that has been spun, wool that is in a ball, and wool that has been woven into a fabric. Mix up the order in which you show children the wool and ask the children to look at, touch, and smell the wool. Then, ask them to think about the order that they would find the wool from the sheep to their clothes, or the sequence of the wool. They might also think about it as the steps that the wool went through from the book. If they need help, they might think about what Woolbur did with his wool in the book to put it in the correct sequence. You may find it helpful to have pieces of paper with the numbers one through five on them for children to place the wool on in the correct order.
- \* Talk with preschoolers about a time when they might have worried about something, just like when Maa and Paa were worried about Woolbur. Ask them to think about when they were worried about something, how they felt, and what they did to feel better about it.
- \* Ask someone with a spinning wheel or loom to come to the class or library and give you a demonstration about spinning and/or weaving. If the visitor has a small spinning wheel or a table loom, she or he can allow children to try spinning wool into yarn or see how the wool can be put into a warp and how the weft is woven into fabric. The visitor might even let preschoolers try weaving on the loom as well.



## Farm

- \* Teach children a new finger play:

Five white and fluffy sheep (hold up five fingers)

In the pasture fast asleep (hold hands together under head to show being asleep)

Their wool kept them cozy all night long (wrap arms around body)

Snore! Snore! (make snoring noises)

The farmer slipped away with one (hold up one finger)

And sheared the wool till he was done (move fist in a forward motion as if shearing a sheep)

Then there were 4 white fluffy sheep (hold up four fingers)

Baa! Baa!

(Adapted from Smith, 1999, retrieved from [www.kinderkorner.com](http://www.kinderkorner.com))

- \* Help preschoolers think about where farm animals live by playing the “where do they live?” game. First, talk about the different animals on the farm and where each one might live. For example, cows are in the barn, chickens are in the coop, and pigs are in the pen. Using the template on page 41-42, copy and cut out the cards for each of the animals and their corresponding “homes” or habitats and turn each one over to create a “where do they live?” memory game. When children turn over an animal, they are looking for the corresponding “habitat” as a match.

- \* Try singing this song to the Tune of the Wheels on the Bus

*The cows in the barn go moo, moo, moo,*

*Moo, moo, moo -- moo, moo, moo.*

*The cows in the barn go moo, moo, moo,*

*All around the farm.*

*Other verses:*

*... pigs in the pen go oink, oink, oink*

*... hens in the coop go cluck, cluck, cluck*

*... rooster on the fence goes cock-a-doodle-do*

*... ducks in the pond go quack, quack, quack*

*... lambs on the hill go baa, baa, baa*

*... bunnies in the hutch go (silently wiggle nose with finger)*

(Smith, 1999, retrieved from [www.kinderkorner.com](http://www.kinderkorner.com))



## Celebrating Diversity

- \* Using the template on page 43, create a sheep mask. Cut out the template, encourage children to decorate the mask using available art supplies that will make their sheep unique, and cut the mask out and glue it to paper plates. Add pipe cleaners and attach the mask to a wide popsicle stick or tongue depressor for children to use as their Woolbur mask.
- \* Talk with preschoolers about what makes them “great.” You may find it helpful to talk about what being “great” is all about, or how being “great” is another way to talk about being special. Just as Woolbur noticed that being different was great, ask preschoolers to think about the things that make each one of them great. You can also ask them to think about friends and family members and think about what makes the people that are special to them so great too. As each child thinks about one thing that is great about him or her, write it on large poster chart paper or a poster. After all of the children have shared, summarize what the children have said about themselves by going through the list.
- \* Ask families to help create a “unique about me” page with children. Using the template on page 44, ask families to help children share what is special about them. Children can draw a self-portrait, include photographs of their family, draw or cut out things that are special to them, write about the things that are special in their life, include family celebrations that are meaningful to them, and share other important details that make them unique.
- \* Try singing this special version of *Woolbur* to the tune of “Mary Had a Little Lamb”  
*Woolbur was a special sheep, special sheep, special sheep*  
*Woolbur was a special sheep and he was pretty great.*

*He carded his own wool one day, wool one day, wool one day*  
*He carded his own wool one day and that was pretty great.*

*He rode around the spinning wheel, spinning wheel, spinning wheel*  
*He rode around the spinning wheel and that was pretty great.*

*He dyed his own wool blue one day, blue one day, blue one day*  
*He dyed his own wool blue one day and that was pretty great.*

*He wove his forelock in the loom, in the loom, in the loom*  
*He wove his forelock in the loom and that was pretty great.*

*He helped the other sheep laugh and play, laugh and play, laugh and play*  
*He helped the other sheep laugh and play and that was pretty great*

## Problem Solving

- \* Like Woolbur, children need to learn to be creative in solving problems. Asking preschoolers to help you solve a problem is an important part of their development. Let them know you have a problem and you need their help. Some possible “problems” include: running out of paper for the craft activity, having a box full of art materials and asking for suggestions of what the group should make, or asking for help in sorting materials in preparation for an activity.
- \* Make a maze for preschoolers. You can make a life-sized maze on the floor using masking or painter’s tape (use the maze template on page 45 and re-create it on the floor) or use Legos or blocks and build a tabletop maze for children to guide their self-created sheep through. As children work their way through the maze, talk with them about their thought process and why they are choosing to go in one direction or another.



# School Age

For the CCSS crosswalk by activity name, go to the For Librarians and Teachers section at [www.michigan.gov/michiganreads](http://www.michigan.gov/michiganreads).

## From the Story:

- \* **Creative Thinkers** • Have children think about other creative thinkers throughout stories. You might help them think about this by reminding them of Albert Einstein or Thomas Edison. Ask children to think about other people in history and in current times who have thought creatively about a problem that needed solving. Visit [www.kidinfo.com/american\\_history/inventors\\_inventions.html](http://www.kidinfo.com/american_history/inventors_inventions.html) for more information about inventors and other creative thinkers. Talk about how these creative thinkers have solved problems. Ask children to list the problem and then find who found a solution and the solution to the problem. Older children can create an audio recording about the different creative thinkers and their problem-solving ideas.
- \* **Tie Dye Station** • Set up a tie-dyeing station to allow children to see what can happen with color. Ask children to bring in clean, previously worn white t-shirts that can be dyed or have shirts or white bandanas to tie-dye. If you can't work outside, cover the table with plastic (an old plastic picnic tablecloth works well for this). Mix fabric dye in large 3-gallon buckets according to directions (note that the plastic buckets will stain). If children want a design on their shirts, have them draw it out using colored chalk. Otherwise, have them "tie" their shirts using rubber bands. Dip shirts in hot water first. Then, dip shirts in the dye bath, holding it in for 30 seconds. Having long spoons works well to avoid getting dye on hands, but wearing gloves is also recommended. Once children have dipped their shirts in all of the desired colors, run the shirt under cool water. Place shirts in plastic bags (grocery bags work well) with a note to wash for the first time in warm water alone then rinse with cool water (washing by hand in a metal sink works well for this). After children have made their shirt, have them write the steps or procedures for making a tie-dye shirt to share with others. See template on page 46.
- \* **Vocabulary Discussion** • Talk about the words warp and weft with children and what these words mean. Have children look at the pages where Woolbur is weaving to gain an understanding of what these words might mean. Ask them to look for other new words related to weaving on the page and come up with definitions that they think would be important.
- \* **Wooly Sheep Discussion** • Using the wooly sheep template on page 47, encourage children to create their own unique Woolbur. For younger children you may want to cut the template out ahead of time, but older children can cut the card board template out themselves. Next, they can paint the clothespins and attach them to the bottom for legs, and then wrap yarn around the template to create a wooly body for the sheep. After they are done, ask children to share about their sheep and what makes it unique.

## Farm

- \* **Farm Visit Research Project** • Arrange for a visit to a farm or for smaller farm animals to visit you. If either of these options are not possible, consider a virtual farm tour using websites such as [www.sites.ext.vt.edu/virtualfarm/main.html](http://www.sites.ext.vt.edu/virtualfarm/main.html) or [www.ndfb.org/?id=120](http://www.ndfb.org/?id=120). Prior to the visit, children should identify a question about farms or farm animals that they can then answer through the visit. As a result of the visit to the farm, the visiting expert, or the virtual tour, children can write and present a research project addressing their question about farm animals or life on the farm.
- \* **Compare and Contrast Texts** • After reading *Woolbur*, choose one of the informational texts about farms or farm animals. Compare and contrast the ideas in *Woolbur* to the ideas presented in the informational book. Using the template on page 48, ask children to share the ideas that are similar between the two books and the ideas that are different from one another in the two books. Finally, ask them what they can learn from reading two books that are about the same topic but are of different genres.
- \* **Mural Research Project** • If you have space in your library or classroom (or on a wall just outside of either), encourage children to help create a farm mural. Using suggested books and/or websites, ask them to research the animals that would need to be included and their habitats. Using butcher block paper, ask them to draw and/or paint the animals that would be in the farm. Children can also include a brief text box of information about each animal for others to learn more about the farm animals they have included.

## Celebrating Diversity

- \* **Great About Me Opinion Piece** • *Woolbur* is a great example of why being unique is important. Using the template on page 49, have children share why being them is so great. Encourage each child to share at least three reasons in a complete sentence and provide an illustration for their writing as well.
- \* **Synonym Web** • Ask children to complete the word synonym web about themselves using the template on page 50. They can write, draw their portrait or include a photo of themselves in the middle, and then write different words or draw pictures to describe all of the unique things about them coming out of the center web. To challenge children, ask them to think of synonyms for words. For example, if a child describes herself as “smart” ask her to think of other words that mean the same thing and write those words coming off that word on the web.





## Problem Solving

- \* **Problem Solving Sharing** • Woolbur is effective at creatively solving problems in new and different ways. Have children write about a time when they solved a problem in a creative way using the template provided on page 51.
- \* **Sheep Pen Oral Language Discussion** • Ask children to create a sheep pen. They might decide to sketch their pens and write about them individually or they could create this as a group. To prepare for this activity, ask children what they need to know to construct their sheep pen. Questions you might ask to help in the planning process include: How many sheep will it hold? How big is each sheep? How big does it have to be? What materials do you need? Encourage children to draw the dimensions and show the sheep in the pen as well. They can also write about the materials they will use and how their sheep will fit in the pen.
- \* **Community Problem Persuasive Letter** • Identify a problem in your classroom or community with children. It could be as simple as not having a recycling bin in the classroom or a bigger concern such as needing safer routes for children to ride their bikes or walk to school. Have children write a letter persuading someone to help make changes to solve the problem. Talk with them about what goes into the letter, such as the date, the salutation, identifying the problem, possible solutions to the problem, and the closure. Encourage children to write a letter using the template provided on page 53 and then be sure to send them to the right people and see if the problem is solved.
- \* **Farmer Brown Discussion** • Give children the Farmer Brown sheet on page 52 with the three pens drawn on it. Let them know that: Farmer Brown has cows, pigs and sheep. He has 10 animals. Show how many animals are in each of three pens. Encourage children to work in pairs or small groups to solve the problem and draw or write the animals in each of the pens. Older children can be challenged by telling them: “Farmer Brown has cows, pigs and sheep. He has 10 animals. There are twice as many pigs as sheep. There are two fewer cows than sheep. Show how many animals are in each of three pens.” Again, encourage them to work in pairs or small groups to solve the problem. (The challenging version has 36 possible solutions which can be found at the website). Problem courtesy of [www.monroe.k12.mi.us/exemplars/math2/html/task315.html](http://www.monroe.k12.mi.us/exemplars/math2/html/task315.html).

# Templates and Activity Sheets List

## Infants:

What's Special about Baaaby

## Toddlers:

Sheep Puppet Template

Sheep Template

## Preschoolers:

Where Do They Live Memory Game Cards

Sheep Mask Template

Unique About Me Page

Woolbur's Way Out Maze

## School Age:

Steps for Tie-Dying

Wooly Sheep Template

K-3 Compare and Contrast

Celebrating Me Template

Synonyms Web

Problem Solving Narrative Page

Animals in the Pens Page

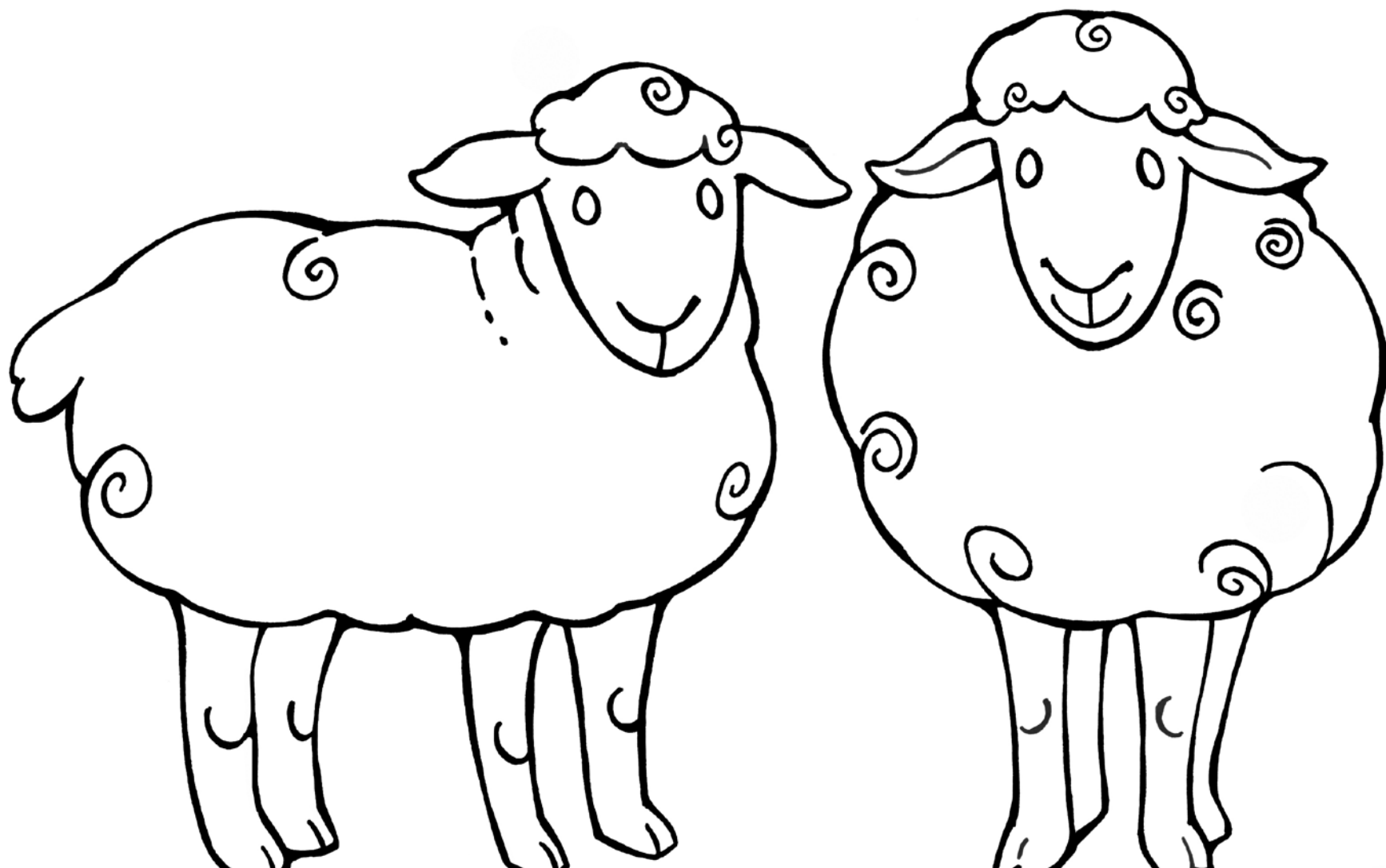
Letter Template



# Infants

## What's Special about Baaaby

Create a flock of unique sheep by asking families to share what their infant does that is unlike “everyone else.” Take pictures of each infant and ask parents to share what makes their baby special to them.



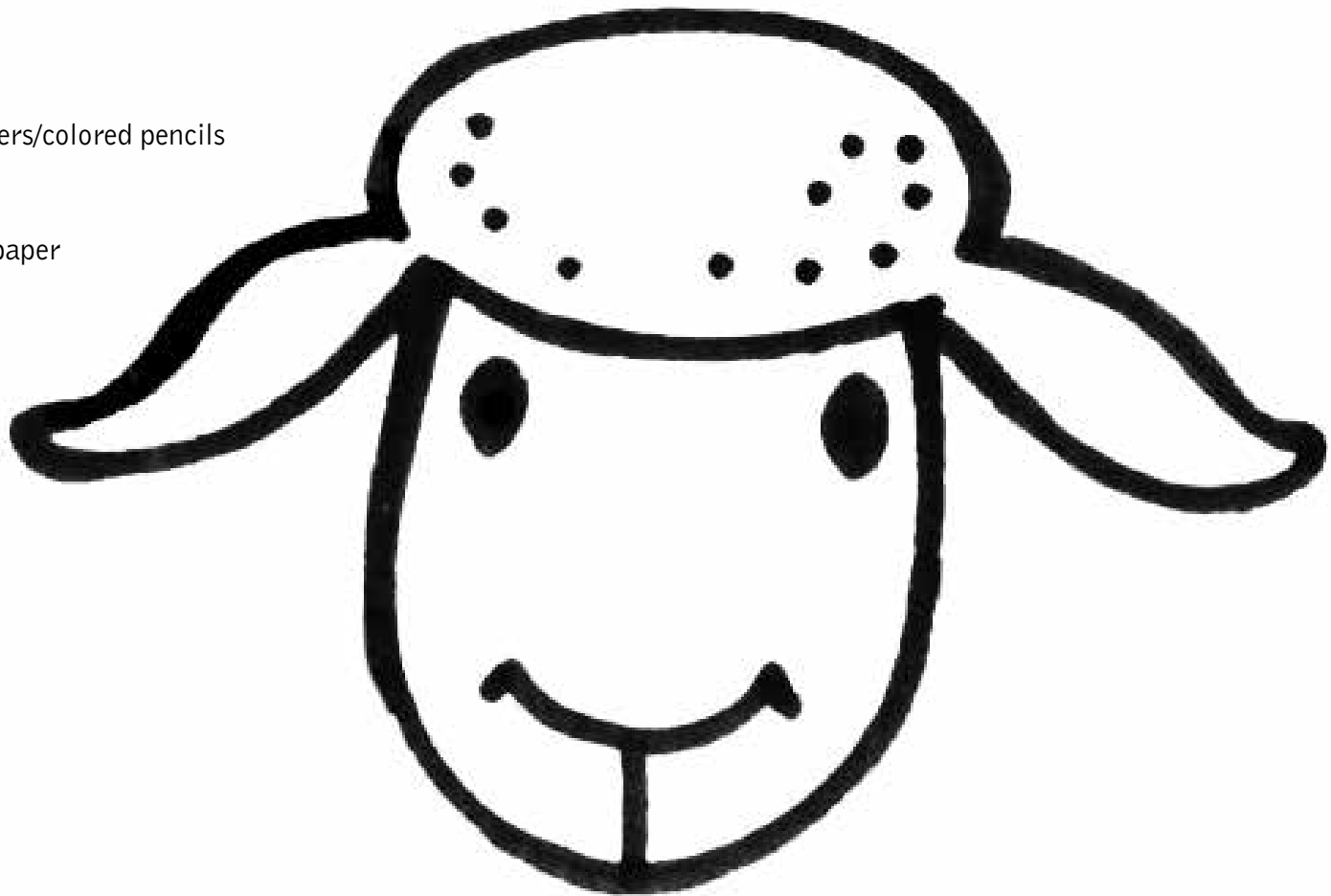
# Toddlers:

## Sheep Puppet Template

Use the following template to help children create their own sheep puppets. Some children may need help cutting out the ears to glue on the lunchbags (white lunch bags are suggested, but brown or multi-colored lunch bags can be offered to reinforce the idea of uniqueness and celebrating differences). Googly eyes and pom poms or other craft items can be used for the eyes and nose. Children can then use the puppets while reading *Woolbur*.

Suggest items for decorations include (**supervision recommended as many of these items are choking hazards**):

- Googly eyes
- Pom poms
- Pipe cleaner
- Crayons/markers/colored pencils
- Glitter
- Foam shapes
- Construction paper

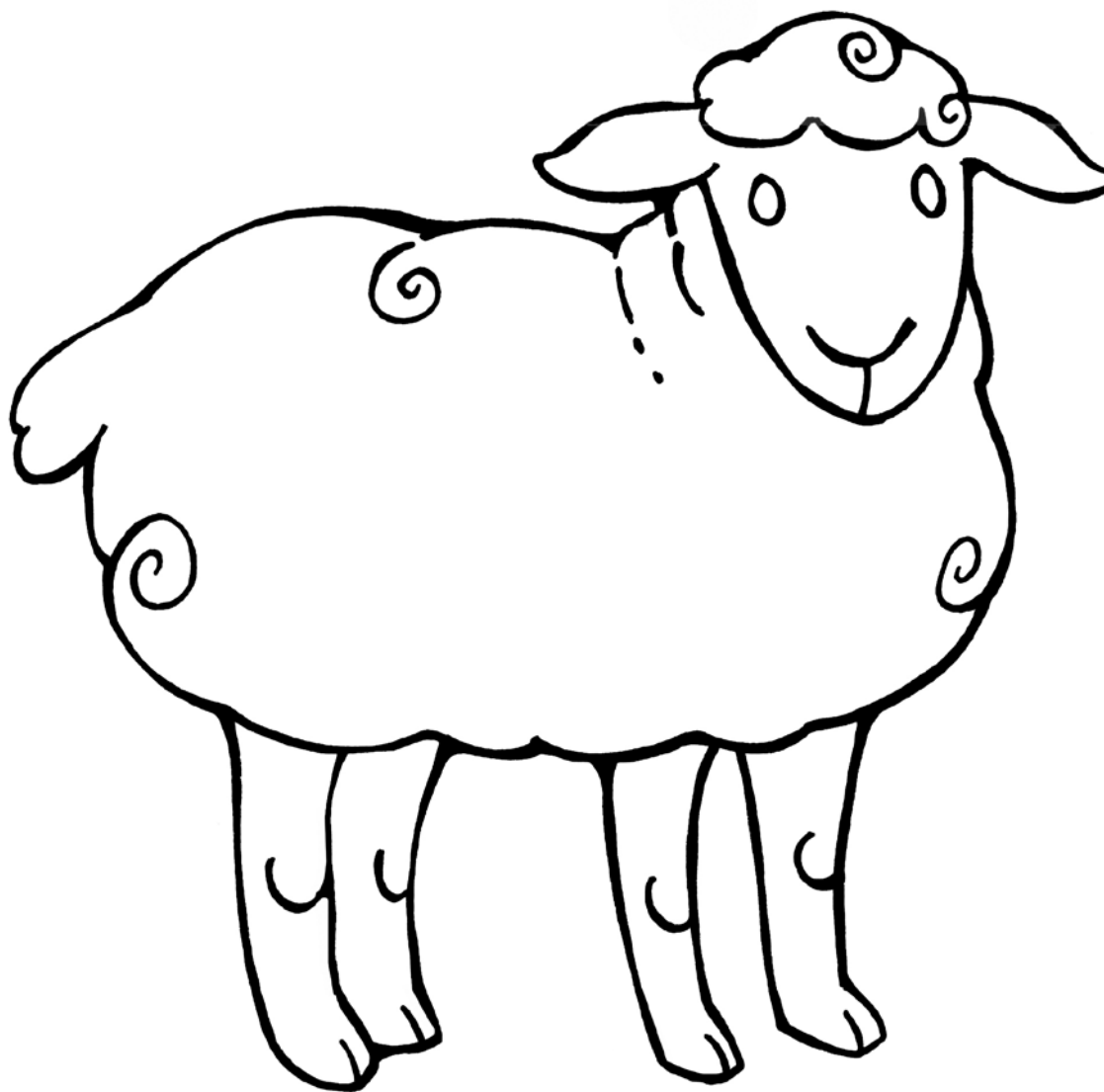


## Sheep Template

Use the following template to help children create their own sheep which can be taken home or assembled together to create a flock. Encourage children to cut out their own sheep or offer assistance as needed. Offer a variety of materials for decoration, allowing children to decorate their sheep however they would like. The goal for the sheep is that each one should look different based on the activity.

Suggested items for decorations include items used with the puppets (**supervision recommended as many of these items are choking hazards**):

- Googly eyes
- Pom poms
- Pipe cleaner
- Crayons/markers/colored pencils
- Glitter
- Foam shapes
- Construction paper



# Preschoolers

Where Do They Live  
Memory Game Cards

Sheep—Pasture

Chicken—Coop

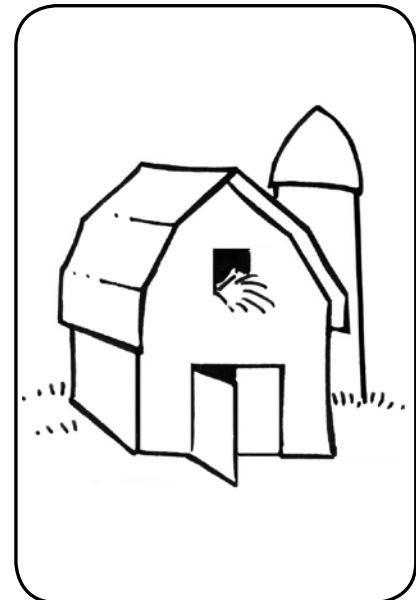
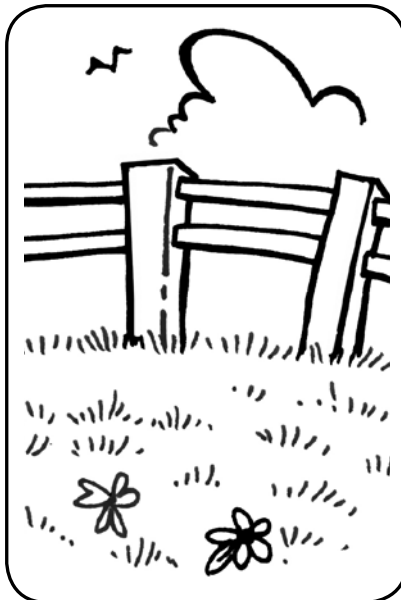
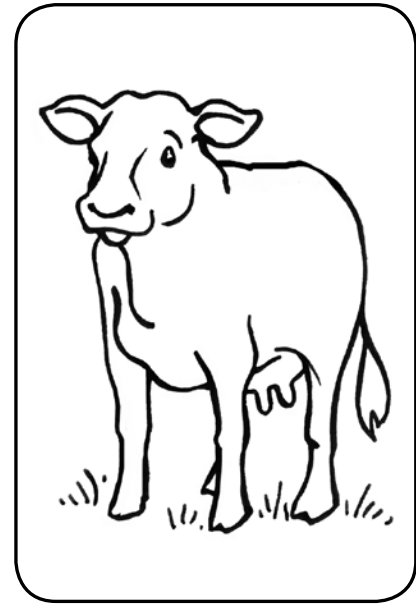
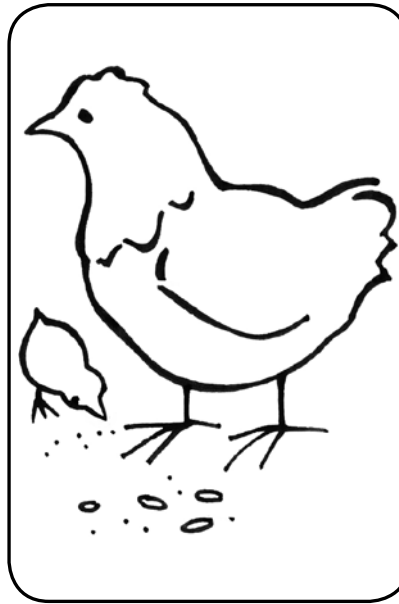
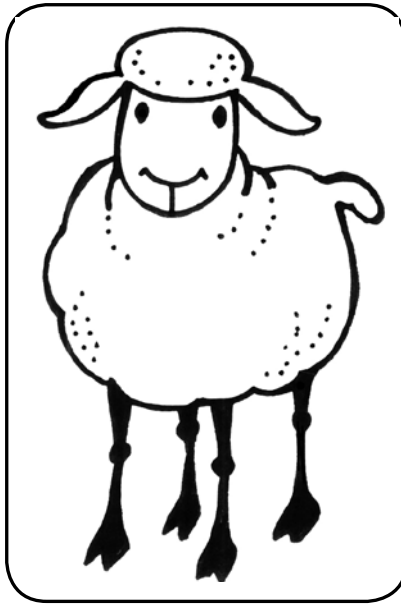
Cow—Barn

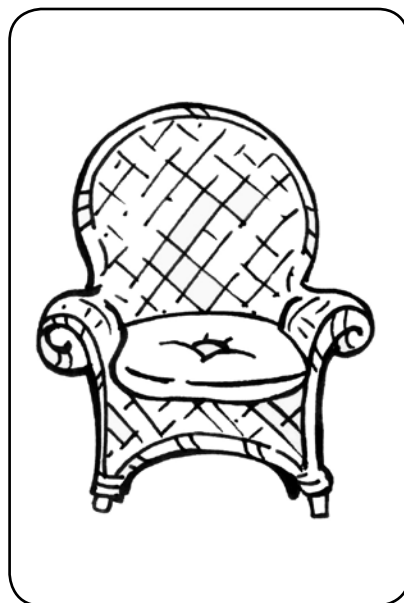
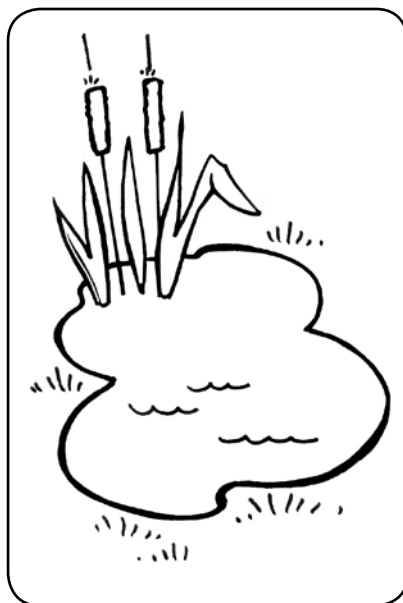
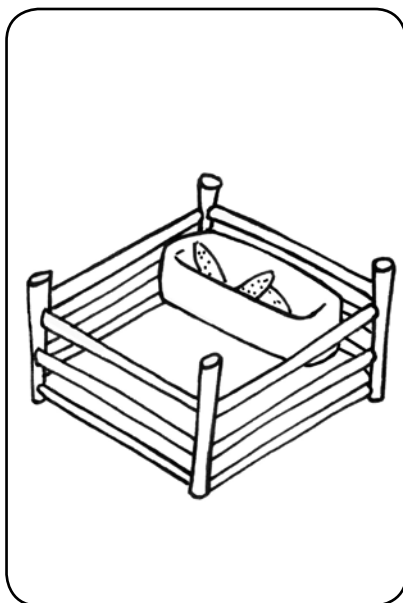
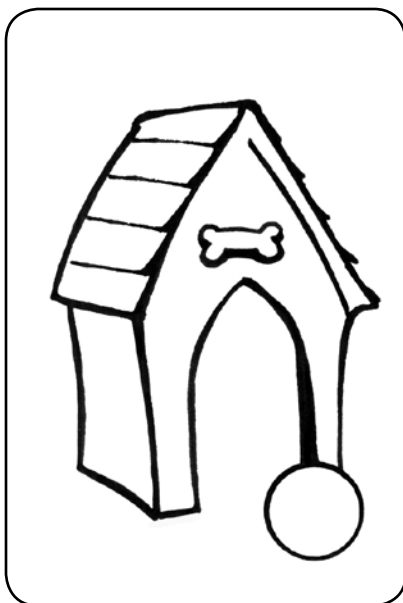
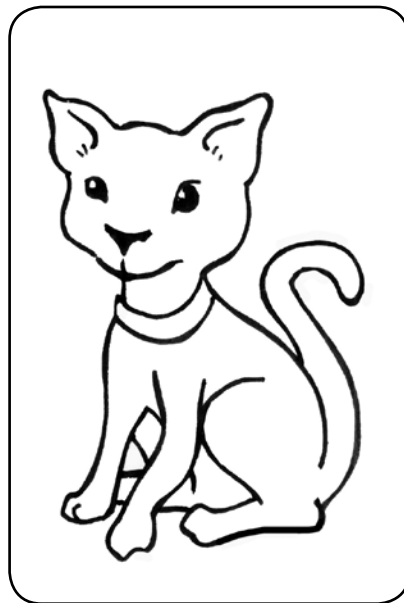
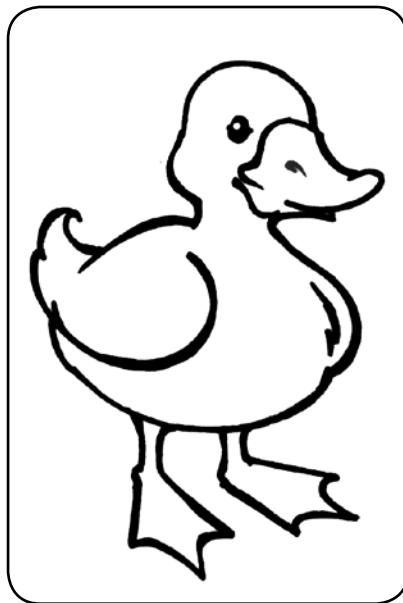
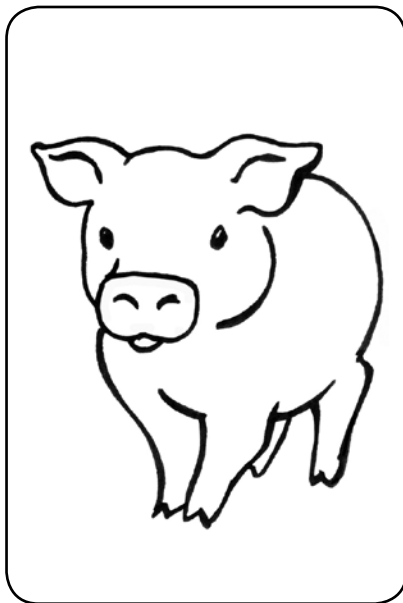
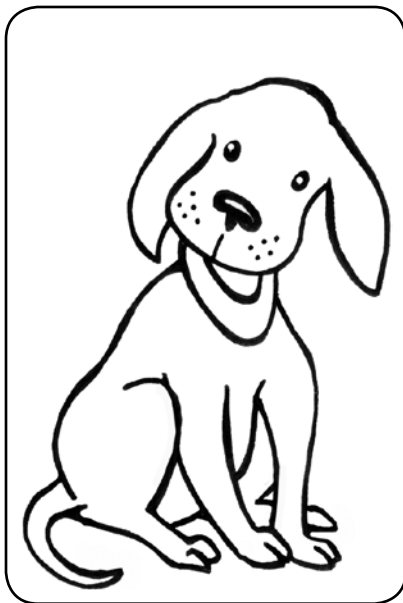
Dog—Doghouse

Pig—Pigpen

Duck—Pond

Cat—Chair





Sheep Mask Template





## Unique About Me Page

Picture of me!



Things that are special to me!

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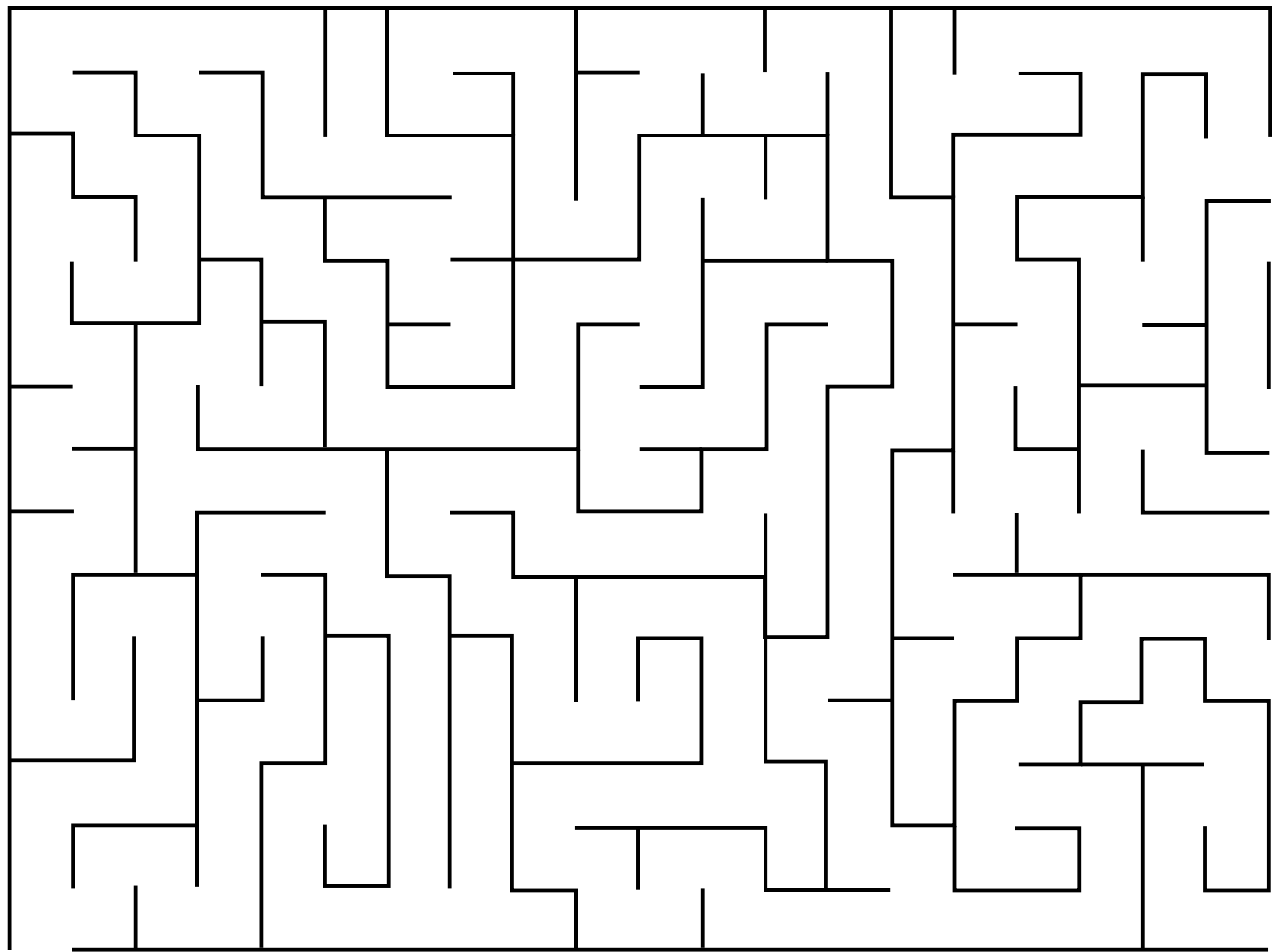
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This is how my family celebrates!

Picture of my family!



Woolbur's Way Out Maze



Start

Finish



# School Age:

## How to Tie-Dye

Explain to someone else how to tie-dye a t-shirt or another piece of fabric. Write down the step-by-step directions based on what you learned to do today. Use as many steps as you need and add any additional steps if you need to. Have someone try out your directions too.

How to: \_\_\_\_\_

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

Step 4 \_\_\_\_\_

Step 5 \_\_\_\_\_

Step 6 \_\_\_\_\_

Step 7 \_\_\_\_\_

Step 8 \_\_\_\_\_

Step 9 \_\_\_\_\_

Step 10 \_\_\_\_\_

Additional Steps:

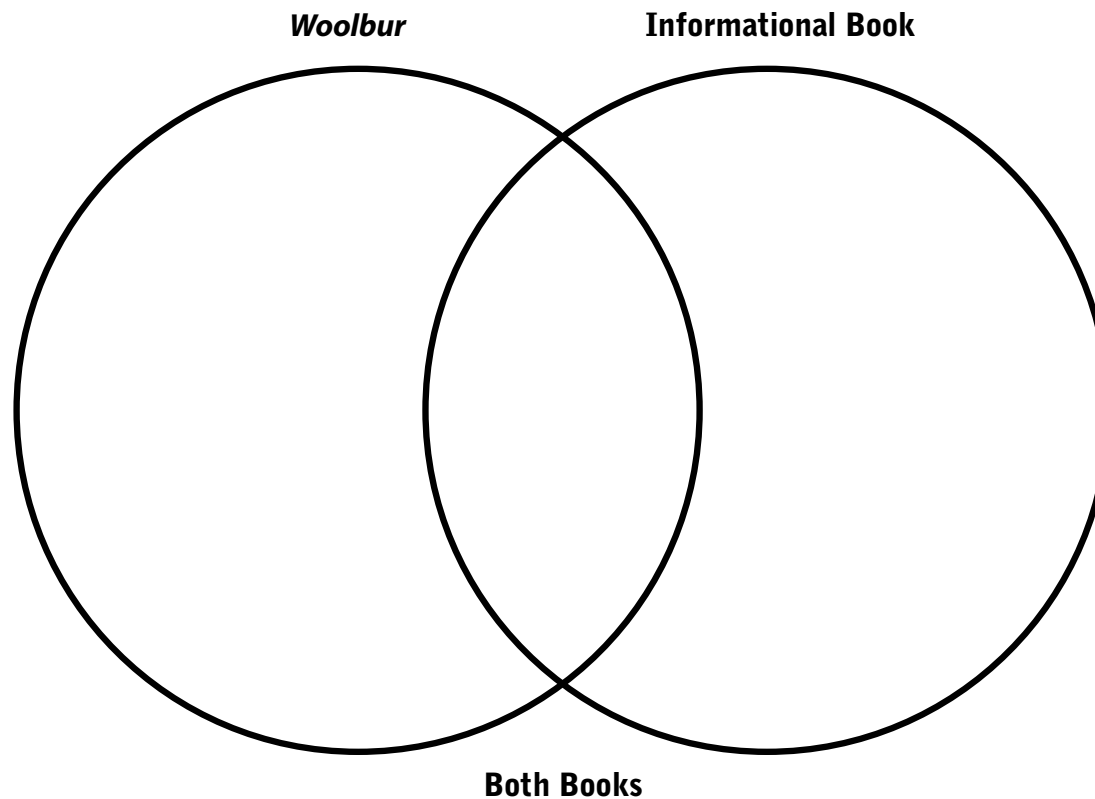
## Wooly Sheep Template

Clothespin and yarn wrapped around avocado shape



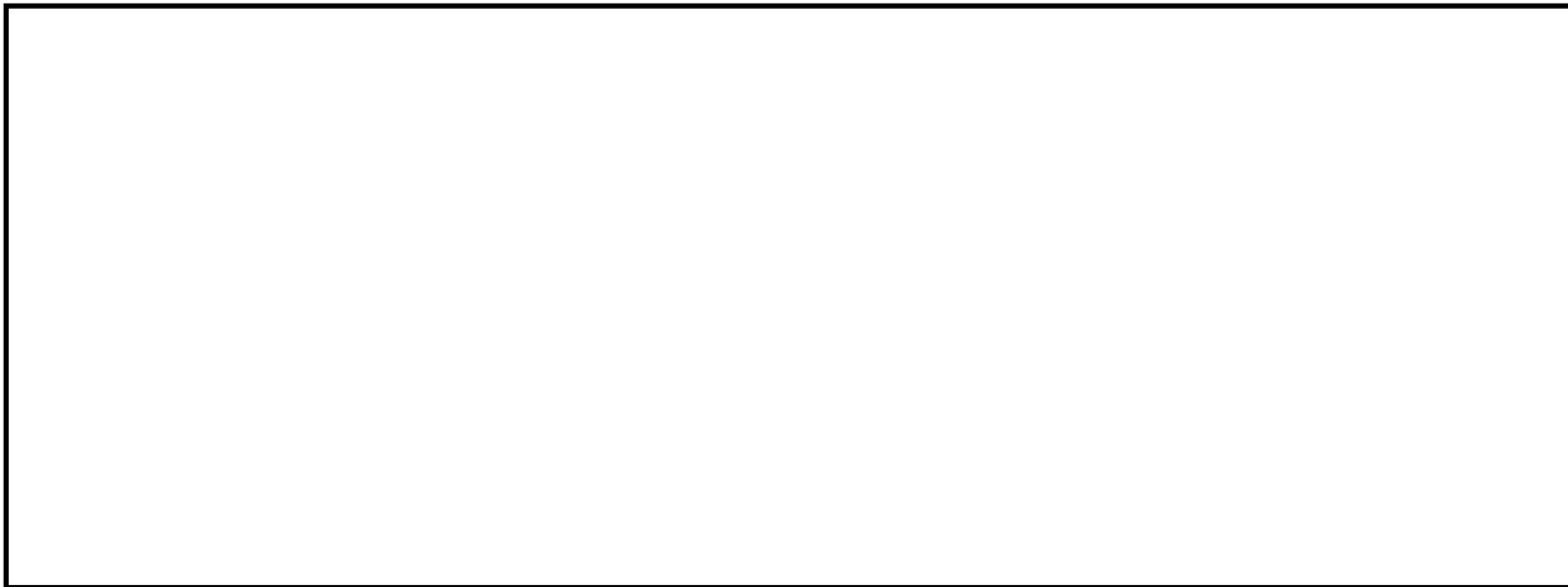
## K-3 Compare and Contrast

After reading *Woolbur* and another information book about farms or farm animals, use the Venn diagrams below to compare and contrast information. Underneath, share the ideas that you have learned from a storybook and an informational book about the same topic.



What I learned from both books: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Celebrating Me Template



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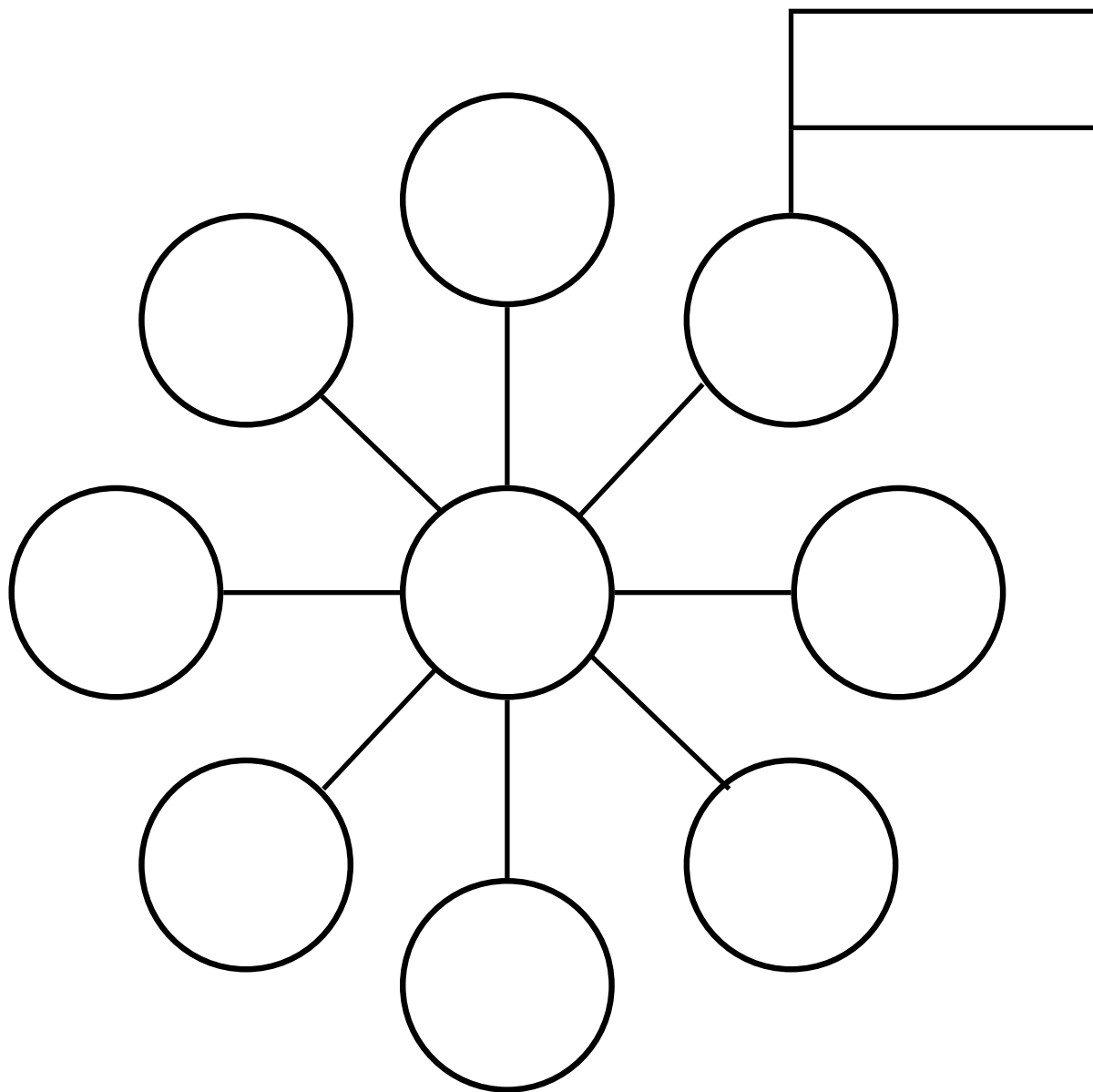
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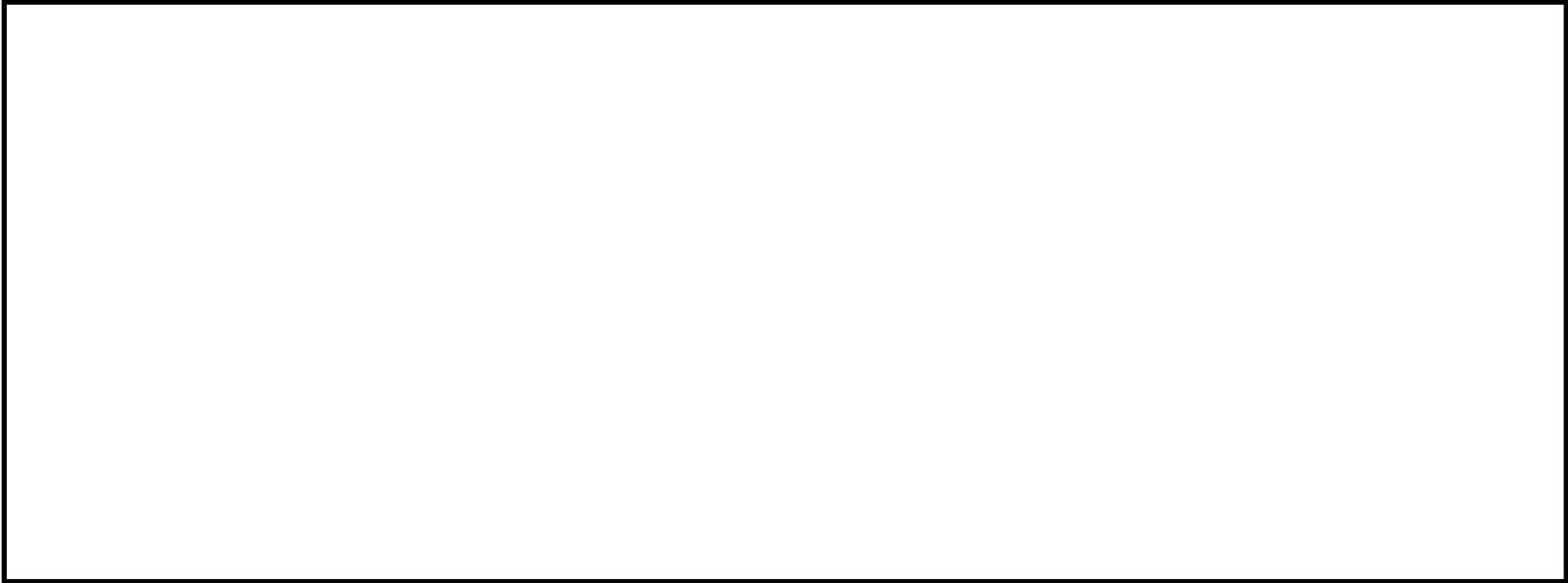
## Synonyms Web

Use this web to describe yourself and all of the things that make you special. Start by drawing a picture of yourself or writing your name in the large circle. Then write the words that best describe you in the outer circles. Try to come up with other words that mean the same thing and write those words and draw a square around those synonyms.



## Problem Solving Narrative Page

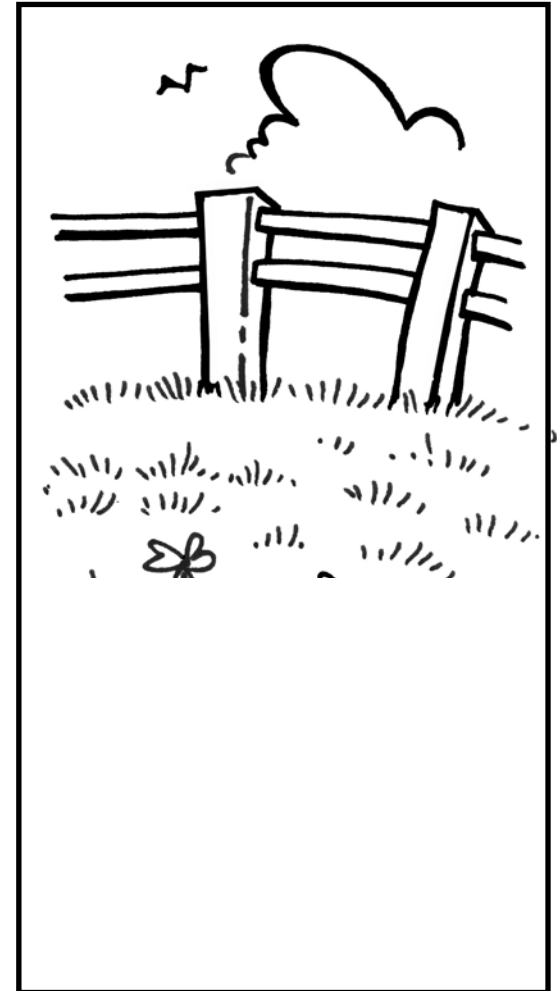
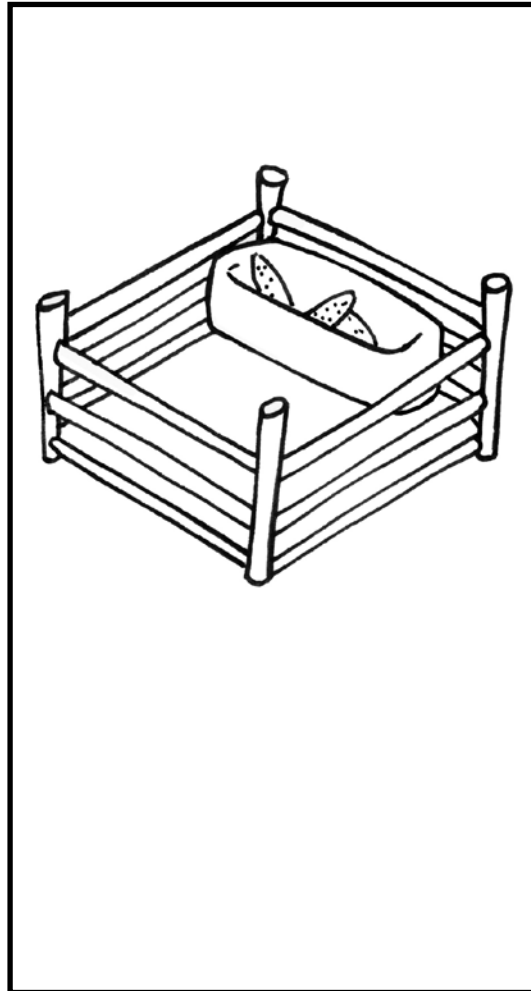
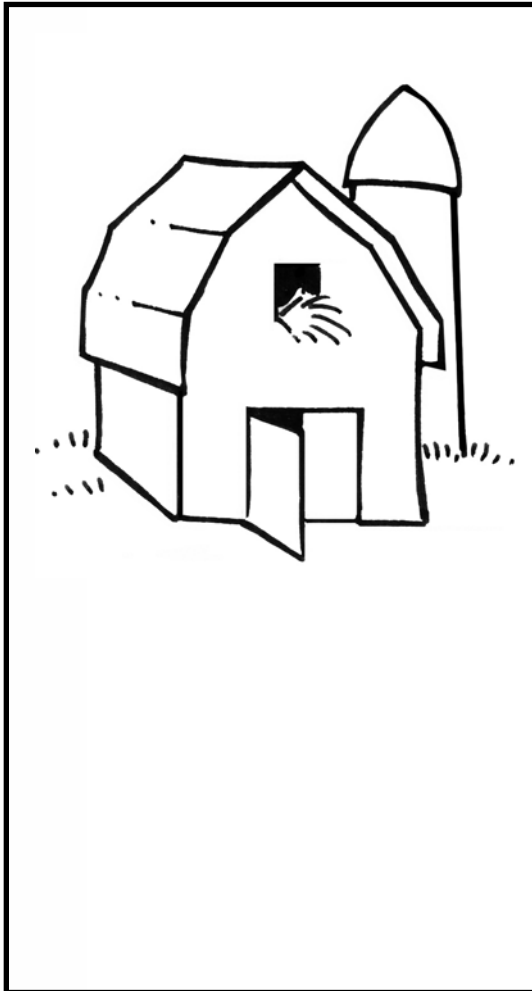
Describe a time when you have successfully solved a problem in a creative way, just like Woolbur.





## Animals in the Pens Page

Farmer Brown has cows, pigs and sheep. He has 10 animals. Show how many animals are in each of three pens.



## Letter Template

Write a letter to someone about a problem that you think needs to be solved. You can use this guide to write your letter. Explain where the problem is, what it is, and what you think the person should do about it. You should also tell them why it is important to you. Don't forget to sign your name!

Dear \_\_\_\_\_:

My name is \_\_\_\_\_.

I have noticed a problem in \_\_\_\_\_

\_\_\_\_\_.

That problem is \_\_\_\_\_

\_\_\_\_\_.

To take care of the problem, I think that you should \_\_\_\_\_

\_\_\_\_\_.

It is important to me to me that you should do this because \_\_\_\_\_

\_\_\_\_\_.

Sincerely,

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